A N N U A L R E P O R T S

1953-1954

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

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An Active Year

The academic year 1953-54 has been active and significant in the life of the College. The long awaited building program was launched. The campaign to raise funds for a student-life center was rounded out and a state-wide study of curriculum in the State Teachers Colleges moved forward. During the year preparations were made to launch three new curriculums at the College - Home Economics, Fine Arts and Industrial Arts.

The Building Program

Perhaps the largest single responsibility facing the administration of the College during the academic year 1953-54 has been the building program growing out of the $15,000,000 Bond Issue for the teachers colleges.

Because of the size of the program at Montclair, involving as it does nearly five million dollars, there has been a sizeable task in coordinating the various local interests, the plans of the architects and policies of the State Board of Education.

Relationships with the various interested parties have been maintained on a high professional level. There have been differences of opinion but the State Coordinator and the Commissioner of Education have always invited discussion and participation in basic decisions.

Early in the academic year preliminary plans had been drawn for the following buildings:

Men's Dormitory - 100 beds
Women's Dormitory - 100 beds
Classroom Building
Gymnasium
Auditorium-Food Service-Student Life Building

It was the opinion of the architects that the two dormitories could be built for less than the amount allocated to them. The architects were also of the opinion that an insufficient amount had been allocated to the auditorium. Upon the recommendation of the architects and the College administration the following revisions in the master plan were authorized by the State Board of Education before June 1954.

The Junior Union Business College of Boston:

Report of the President
Academic Year
1953 - 1954

An Active Year

The academic year 1953-54 has been active and significant in the life of the College. The long awaited building program was inaugurated. The campaign to raise funds for a library-lib. and for new student aid and a research study of curriculum in the Junior Business College began forward. During the year important rules came into in Junior Business School instructors at the College - Mrs. Swanson, Miss Lore and Instructor Lore.

The Building Program

Because the Lawrence School property is only twenty the administration of the College during the academic year 1953-54 has been the building program growing out of the 1953-54 fund from the Lawrence College.

Because of the size of the program it fortunately, investigation in three nearby city building contractor, there has been a strength that in coordinating the various local industries, the plans of the architecture and relations of the other labor or discussion.

Notwithstanding the various difficulties, progress has been rapid having as a high practical level. There have been differences of opinion that the labor conditions and the characteristics of planning now always involved therefore, in construction in large undertaking.

Early in the academic year preliminary plans had been drawn for the following buildings:

Men's dormitory - 300 beds
Women's dormitory - 300 beds
Classroom building
Gymnasium
Multipurpose Dormitory-Student Life Building

In spite the opinion of the contractor that the two dormitories could be built for less than the amount allocated to them. The money saving plans of the architect that it contributed money had been allocated to the multipurpose. Upon the recommendation of the architect and the College administration the preliminary provisions in the master plan were authorized by the Board of Trustees during June 1954.

Home Economics rooms increased from 3 to 4
Fine Arts rooms increased from 3 to 4
Funds for 5 classrooms ($175,000 gross or $145,250 net) transferred from classrooms to the auditorium.

Construction on the 100 bed men's dormitory was started early in April, 1954. The bids were well within the funds allocated.

Bids were opened on the women's dormitory and gymnasium in June. The low bid on the women's dormitory was within the funds allocated. The low bid on the gym was more than $200,000 over the funds available. These bids precipitated a complete reappraisal of the entire building program at the College. The situation as it appeared in June, 1954 was as follows:

State funds budgeted for	
Dormitories	$1,080,000
Gymnasium	608,000
Classrooms	1,160,000
Auditorium-Food Service	935,000
Library	98,000
Heating plant	90,000
Total State Funds	$3,971,000
Gifts to War Memorial Fund	100,000
Davella Mills Foundation Pledge	25,000
Anticipated Contributions	75,000
Total All Funds	$4,171,000
Contract cost - Men's Dormitory	$446,767
Bid - Women's Dormitory	542,950
Bid - Gymnasium	851,566
Estimated cots, classroom building	850,000
Auditorium-Food Service	1,590,000
Remodeling Administration Building	98,000
Heating Plant	200,000
Extra Rock - Men's Dormitory	18,650
Total	$4,597,933
Deficit	$426,933

Although the crisis relative to the building program came to a head between the spring semester and the summer session, members of the Administrative Council of the College were called together to discuss the problem. A questionnaire was prepared and mailed to the entire faculty seeking their reaction. As a result of these various activities, the following memorandum was sent to the Commissioner of Education.

Total Economies gross increased from 3 to 9
Five city trade increased from 3 to 8
Made up 3 departures ($117,000 gross vs. $141,000 net)
Discontinued five characters in the activities.

Conditions in the 100 and more's department was started early in April, 1950. The sales were well within the trade allowance.

Also was issued on the owner's department was operating in June, the day of the trade's activity was within the trade allowance. The bad debts the gross was less than $200,000 over the first quarter. These that principally a profits resulting of the entire building program at the College. The economics as it appeared in June, 1950 was as follows:

Trade Sales Revenue for	
Department	$2,045,000
Operations	300,000
Discounts	2,150,000
Advertising-Not Service	87,000
Salaries	24,000
Selling Joint	40,000
Total Trade Fund	$2,127,000
Gifts to the Revenue Fund	
Trade Gifts Revenue Fund	300,000
Distribution Contribution	20,000
Total Gift Fund	20,000
	$2,127,000

Current cost - Trade Revenue	$800,000
Bal - Trade's Revenue	30,000
Gifts - Revenue	20,000
Unclaimed cost. Discount Revenue	800,000
Auditing-Food Service	3,000,000
Building Administration Building	30,000
Service Fund	800,000
Gross Bad - Bal's Revenue	10,000
Total	$4,500,000
Deficit	$400,000

Attempts for prior solution in the building program came to a head between the trade revenue and the school revenue. Members of the Administrative Council of the College were called together to discuss the problem. A committee was appointed and called to the entire Trade Revenue Fund function. As a result of these various activities the following recommendations was sent to the Trustees of College.

June 18, 1954

MEMORANDUM TO: DR. FREDERICK RAUBINGER

SUBJECT: RECOMMENDATION RELATIVE TO NEW GYMNASIUM AND WOMEN'S DORMITORY

In view of the bids which have been submitted on the two subject buildings, we have examined very carefully the alternatives now facing us. The recommendations which follow, grow out of discussions with all of the available members of the Administrative Council at Montclair who have acted as a building committee for the College.

The alternatives which now face us seem to be as follows:

1.) Suspend some building unit from the present construction program with the hope that it can be included in a subsequent program.

2.) Revise the plans and specifications of the gymnasium and women's dormitory to come within the allocations.

3.) Seek additional funds to cover the difference between monies available and the bids.

Of these three alternatives, number 3 would appear not to be practical at this time. The proper decision with regard to the other two alternatives should be based upon the basic considerations which are listed below:

1.) The primary requisite in any college is to provide adequately for the instructional program.

2.) Dormitories are especially needed in a college which serves an entire state with specific curricula. However, the choice between dormitory and instructional facilities would have to be resolved in favor of instructional facilities. A college can struggle along without adequate dormitories, but it cannot perform its function adequately without instructional facilities.

3.) The instructional facilities which have been authorized for the Montclair campus are of such vital importance as to represent emergency needs. This fact has been established by a number of survey committees and reaffirmed by the State Board of Education. To proceed with the program of instruction which has been assigned to this College without additional classrooms, an auditorium and a gymnasium is unthinkable. The need for the new food service building is painfully obvious.

4.) It is almost impossible to enlarge a gym or an auditorium once it has been built. To add to a food service building would be almost as difficult.

5.) The gym, the classroom building and the auditorium have been' designed with minimum requirements in mind. In the case of the gym plans were prepared only after

a.) Inspection of recently built gymnasiums in colleges of similar size.

b.) An extensive and careful study of the required physical education program in the College. To serve this program the minimum number of teaching stations was determined and the plans drawn to provide only these stations.

c.) Original hopes for additional facilities in the gym melted away in the crucible of reality as all the needs were projected against the available resources. Out from our original listing of facilities needed were: swimming pool, indoor archery range, indoor track, adequate locker space.

The gymnasium cannot be cut in size and adequately serve the needs of the College.

6.) The classroom building has been cut to the bone.

a.) Science rooms cannot be reduced in number.

b.) Science classrooms have been cut in size until standard equipment will now barely just fit in the space provided.

c.) Science classrooms have been designed to serve both as lecture and laboratory rooms. They should meet minimum needs. They are not designed for further expansion.

d.) Industrial arts shop has been designed in the most economical way possible as a general shop.

e.) Fine arts rooms, as designed, are not entirely adequate in number and are minimum in size.

7.) Five classrooms have already been cut from the original master plan for Montclair, in order to supplement the amount available for the auditorium.

(.7 It is almost impossible to achieve a gym or to multiplying use, if one has been built. To add to a four sectors building would be almost as difficult.

(.) The gym, the classroom building and the multipurpose hall have been designed with future requirements in mind. In the case of the gym there were primarily only three

a.) Inadequate of security and/or convenience in changing of athletic clothes;

b.) An extensive and essential study of the required playground equipment provided in the district. It seems that people the problem number of basketball fields are forthcoming and the gymnasium to provide only three fields;

c.) Inadequate space for additional facilities in the gym which may be the provision of facility as all the needs were projected against the available resources. Not from our original listing of facilities needed were: swimming pool, indoor archery range, indoor track, adaptive indoor sports.

The classroom needs is one in also are adequately serve the needs of the district.

d.) The classrooms building are then out to the area.

e.) Interior space cannot be enhanced in numbers.

f.) Classroom classrooms have been not in also with existing equipment will not varied, but fit in the local provision.

g.) Classroom classrooms were been designed to serve this as lecture and laboratory rooms. They should meet current needs. They are not designed for interior expansion.

h.) Laboratory work room had been designed in the most economical and possible as a general study.

i.) Film area rooms be designed, are adjustably adaptable to needs and are economic in size.

7.) The classrooms were already been not from the original master plan for flexibility, in order to supplement the needed facilities for the multipurpose.

8.) It is quite evident on the basis of our increased knowledge, to date, that the present provision for equipment is inadequate in all buildings except the dormitories. This is true especially in the classroom building, where entirely new equipment will be needed for the home economics department, largely new equipment for the industrial and fine arts departments, and extensive new equipment for the science department. We have planned to salvage every possible cabinet, sink, chemical hood, chair and desk from the existing science facilities but we are still faced in the classroom building with an outlay far beyond that provided in the bond issue monies. The same is true in the auditorium.

9.) We have a gnawing fear at Montclair of further delay in the building program. A quarter of a century ago, we lost a fine building just as the bids were ready to be opened. For 25 years we have struggled, improvised and hoped for the day when new facilities would come. To delay further on these buildings might be tempting fate again.

In view of the above basic considerations, we have, with reluctance, the following recommendations to make:

1.) That the plans to build the women's dormitory be held in abeyance at this time.

2.) That we plan to renovate the space in the women's dormitories that are now given over to food service, to provide

a.) an infirmary, and

b.) some additional residence area for women

3.) That we purchase one of the private homes that is adjacent to the campus on Valley Road, and prepare it to be a demonstration home for the home economics department. Such a facility could house as many as ten to twelve girls in the home economics curriculum.

4.) That the gymnasium be built as now designed with monies transferred from the woemn's dormitory.

5.) That the balance of the funds allocated to the women's dormitory be used:

a.) To meet the deficiency in equipment appropriations for the classroom building and auditorium.

b.) To more thoroughly renovate the present Administration Building and extend the Library.

c.) To supplement the funds available to the auditorium which are probably still inadequate.

5.) It is quite evident on the basis of our business conditions to date, that the present provision for equipment is inadequate to all facilities under the consideration. This is true especially, in the classroom building, where certain new equipment will be needed for the new vocational curriculum. Largely new equipment for the laboratories and the shop departments, and additional new equipment for the science department. In view of the demands of building every possible dollar, which, economical local, state and even from selected private contributions can be now still issued to the obligations outstanding with an outlay for helpful that provision in the need issue amount. The case is true in the auditorium.

6.) We have a pressing need for modernization of further order in our building program. A director of a university said, on June 2 that building that as the site were ready to be opened. For 25 years we have experienced, improvement and repair for the day when new facilities would come. To delay the work on these buildings means to lengthen the time.

In view of the above brief considerations, we have, will recommend the following recommendations to date:

1.) That the plan to build the women's dormitory be held in abeyance at this time.

2.) That we plan to enlarge the space in the women's dormitory, that are now given over to food service, to provide

a.) for recreation, and

b.) more adequate residence for women.

3.) That an provision be for the private lodge that is adjacent to the campus be held. Also, and property is to be a responsibility done for the time remaining during. Such a facility would lower as many as has to which pays to the less economic situation.

4.) That the preparation be built as the department with session commencing from the school's department.

5.) That the balance of the funds allocated to the women's dormitory be used:

a.) Toward the preliminary to academic experiences for the classroom building and auditorium.

b.) To make immediately improve the present laboratories building and school the library.

c.) To supplement the funds available in the auditorium which are needed, with temporary.

d.) Whatever balance is left, use as a foundation upon which to request additional funds at a later date to complete the women's dormitory.

The members of the Faculty and Administration at Montclair State Teachers College urgently request your sympathetic consideration of this recommendation.

Very sincerely yours,

(signed)

E. DeAlton Partridge
President

Curriculum Commission

During the academic year 1953-54 the faculty and the administration of the College have been deeply involved in the statewide curriculum revision commission activities. The statewide curriculum commission is made up to a large extent of faculty and administrative officers of the various state teachers colleges. Members of the faculty have been chosen to represent each college, and the Dean of Instruction was designated as liaison officer on one of the statewide committees. The President has been involved in regular meetings of the commission and the discussions of the faculty in the activities of the commission.

The work of the curriculum has resulted in more active discussion of the College curriculum than has been carried on on the campus for many years. The fact that practically every faculty member was involved in some committee responsibilities and that certain members of the faculty served on the statewide commission meant that there was continued discussions in departmental meetings, administrative council and in faculty meetings of the curriculum commission activities.

The curriculum commission has resulted in a very thoroughgoing appraisal of every phase of the College curriculum and it is believed that the results will be constructive. Certainly the number of people that were concerned about the curriculum would suggest that desirable changes should come about as the result of these deliberations.

A college curriculum is a growing, developing thing. It cannot be static if it is to be adequate. There is no such thing as a perfect college curriculum but a faculty and an administration can always strive towards perfection and in doing this, they must be continually on the alert to improve and develop the curriculum offerings in light of the

d.) Endeavor Division in Delhi, has as a directorate this year which is another addition. Every so a large down to consider the whole's condition.

The members of the board of the administration at Delhi are fully aware of the difficulties experienced when upgradation and consolidation of this recommendations.

Yours sincerely,

(signed)

S. Sundar Krishnan
President

Curriculum Committee:

During the academic year 1979-80 the faculty and the administration of the College have been very busily involved in the extensive curriculum revision consultation activities. The Curriculum revision committee is made up of a large number of faculty and administrative officers of the various state university colleges. Members of the faculty have been chosen by departments and colleges, and the Dean of Instruction has been appointed the liaison officer on behalf of the university committee. The Principal has been involved in regular meetings of the committee and the discussions of the faculty in the activities of the committee.

The work of the curriculum committee has resulted in many lively discussions of the College curriculum that has been carried on on the campus for many years. The fact that almost every faculty member has involved in some committee responsibilities and that certain members of the faculty report of the regularly scheduled meeting shows that there has continued discussion in departmental meetings, committee meetings and in faculty meetings of the curriculum evaluation activities.

The curriculum committee has resulted in a very informed appraisal of every phase of the College curriculum and it is believed that the results will be encouraging. Regarding the number of people that were interviewed which is considerable which suggests that curriculum changes should come about as the result of these discussions.

A college curriculum is a living, developing thing. It cannot be static if it is to be effective. There is no just thing as a perfect college curriculum but a faculty and an administration, one always trying towards perfection, and in doing that, they must be continually on the alert to improve and develop the curriculum offerings in light of the

objectives of the College and the needs of the students. It is believed that the activities of the statewide curriculum commission will do a great deal to stimulate this active development and keep the curriculum a growing, developing concept.

War Memorial Fund

The drive for funds for a student activities building which was launched in earnest during the academic year 1952-53, was carried on even more actively during the academic year 1953-54 in order that progress could be made toward the goal of $250,000.

At the end of the academic year 1952-53 there was approximately $110,000 in cash or pledges in the War Memorial Fund. During the summer of 1953 it was difficult to carry on the activities that brought in funds, but is was possible to reorganize the drive, bring the records up to date and be ready for a very active campaign in the fall of 1953. All phases of the drive, including alumni, students, faculty, townspeople and College High School were ready for action in the fall of 1953, and these activities carried on throughout the entire school year. One of the most sizeable projects carried on was the Carnival conducted in cooperation with the townspeople of Montclair. The Carnival was held on November 5th and 6th in Hillside School, Montclair, and although there were four or five inches of snow during the first day of the Carnival, the net proceeds during the entire operation were upwards of $5,000. A large number of service clubs and other organizations in the town participated in this carnival as well as students and faculty members.

While the War Memorial Fund campaign has taken a great deal of time and energy, it has been a thrilling and profitable experience for the College. The result has been that many more people are now interested in teacher education and in the Teachers College at Montclair specifically. As a result of the various activities at the end of the school year in the spring of 1954, there was a total of nearly $200,000 in cash and pledges in the War Memorial Fund. The actual cash in the bank approached $90,000 and the prospects were that this amount would go continually upward because there was a still active interest on the part of alumni and friends of the College in raising additional funds. The collection from the pledges in hand has been exceptionally good and has totaled over 95%.

A complete scrapbook covering the various activities carried on in connection with this drive has been assembled and is available to other colleges planning similar efforts.

Television in Education Project

On a foundation laid by President Sprague in September, 1950, the activity of the College in the field of educational television reached

its peak during the college year 1953-54. During the previous academic year, a large-scale project was laid out by the faculty committee, and a bid was made to the Fund for the Advancement of Education for funds to maintain research over a period of three to five years. Officials of the Fund offered encouragement for a limited portion of our proposal, calling for the expenditure of $199,000 over a period of 18 months. At their suggestion, we sought a Director of national stature.

Under a grant from the Fund, amounting to $2500, commencing in September, 1953, Dr. George A. Kelly, of the Department of Psychology, School of Education, Ohio State University, was employed as Consultant to set up the proposed program of research. Dr. Kelly prepared a full report of the plan of study, estimated costs, table of organization, etc., and the State Board of Education authorized us to proceed. Then in December, 1953, the Fund advanced the further sum of $4000, with which to continue the Consultant's study, particularly with a view to determining priority of units of research, and to exploring the chances of securing equipment or financing or both from the television industry. The industry responded with a warm approval of our request for full studio equipment for the whole project.

Meantime, the Fund granted the sum of $22,800 with which to carry out the preliminary steps of the project; and so the study was launched on February first, 1954, with financing to July thirty-first. Dr. George A. Kelly was named Director of the Project; Mr. Lawrence H. Conrad, Director of Educational Production; Mr. Thaddeus Sheft, Director of Studio Operations; and (a little later) Mr. Edward Rasp., Jr., Director of Special Operations. While the first phase of the study was in progress, the Television Research Project of the N. J. State Department of Education, maintained at New Brunswick, was closed down. Much of the equipment from the New Brunswick laboratory was transferred on loan to Montclair, and was very useful in launching our study. Certain of the skilled technicians who had worked as a team there, became available to our study, and enabled us to develop productions of very high quality from the beginning.

The chief activity from February 1, 1954 to July 31, 1954 was the preparation of a day-by-day series of lessons based upon the regular curriculum requirements for the social studies on the fifth grade level. The lessons -- nine in all -- were prepared and taught by a team of six outstanding teachers who were employed for this purpose. An ample Teachers' Guide was prepared for these lessons, to enable cooperating teachers in the public schools to function in important ways in making the lessons effective in their own classrooms. The lessons, which grew out of intensive curriculum study, were broadcast at the end of May into thirteen fifth grade classrooms in public schools in Long Branch and Red Bank, with the support and cooperation of the school authorities of Monmouth County. Evaluation materials, developed by the Project staff,

were placed in the hands of the teachers and the pupils; and all of the forms were completed and returned to our office.

The report of this experiment and study, consisting of some 92 pages, was prepared and written by George A. Kelly and Lawrence H. Conrad. It has had considerable circulation in mimeographed form, and has attracted widespread favorable comment among educators. The lessons have all been preserved as kinescope recordings on film, and an additional set of prints of these films have been provided for our use by the Fund, which granted an extra $700 to the College for this purpose.

While this production activity was in progress, the College sought assurance from the Fund that the program of research we had outlined would remain substantially unaltered, should the Radio-Electronics-Television Manufacturers Association underwrite our equipment requirements for the whole project. The Fund replied that it could not give that assurance. The Fund professed willingness to underwrite only the demonstration phases of our project. Unwilling to proceed without evaluation at all stages of the experiment, we then sought to know if we might seek funds elsewhere to support evaluation and research, relying upon the Fund only for support of the demonstration phases. The Fund asked for an estimate of the demonstration costs, and we furnished the figure, $140,000. This was received with apparent favor, and so we turned to the National Association of Radio and Television Broadcasters for support in the research phases of our project. When the Fund offer came, it was for $70,000, one-half the amount required.

With the consent of the Commissioner of Education, the President of the College addressed a letter on June 8, 1954 to Dr. Alvin Eurich of the Fund for the Advancement of Education, reviewing the negotiations and declining this final offer. And on July 31, 1954, the Television in Education Project became inactive until funds are forthcoming from some other source.

Recruitment Program

During the academic year 1953-54, a special effort was made on the part of all of the six State Teachers Colleges to recruit more outstanding young people for the teachers' profession. In connection with this concerted effort on the part of all the colleges, Montclair participated by providing time on the schedule of Dr. Van Derveer of the Business Education Department, and the Administrative Office worked with Dr. Van Derveer in the preparation of descriptive charts to be used in presentation before groups of high school students.

This Recruitment Program has been a very real part of Dr. Van

Derveer's responsibilities. She has covered many high schools in this area and the general reaction has been favorable.

Administrative Procedures

There has been a growing tendency in recent years for administrative procedures to be concentrated in Trenton. This is especially true with regard to financial matters and the purchase of materials, supplies and repairs. There is little question but that the State of New Jersey saves money in the centralization of many of these activities. The administration of the College has cooperated to the fullest extent in carrying out these procedures. It should also be realized, however, that in this process it is entirely possible that centralization can be carried to a point where it robs the local institution of initiative and responsibility, and that in the long run it may cost the State more in terms of actual time and money.

There has been an increasing tendency for the orders for materials and repair jobs to be held many weeks, so that the work of the College is hampered. It may be that the procedures are slowed because of lack of help in the Trenton offices but in any event, many of the normal maintenance activities that are carried on by the College are delayed because of the lack of equipment or the lack of materials. It is suggested that an objective study be made of the effect of centralized purchasing upon local administration. It is entirely possible that some of these procedures should be shifted back to the administration of the local institutions in order to carry on the activities with greater despatch and efficiency.

Other Activities of the President

In addition to the administrative responsibilities of the College the President has participated in a variety of civic and professional activities. The following is a partial list of the activities.

President, The Montclair Rotary Club.

Member, National Board of Camp Fire Girls. Chairman, the Camping Committee.

Member, the National Committee on Personnel, Boy Scouts of America.

Member, Board of Trustees of Montclair Art Museum.

Vice-President, American Association for the United Nations, New Jersey Branch, Inc.

Member, International Relations Committee, American Association of Colleges for Teacher Education

[illegible]'s [illegible]. [illegible] [illegible] [illegible]

Chairman, National Commission on Economics in Teacher Education.

Member, Executive Committee, New Jersey Council on Economic Education.

Trustee, Institute for Human Communications, Inc.

Discussion Leader, Association for Supervision and Curriculum Development.

Recommendations

The following recommendations, some of which have been selected from reports of department heads, are presented with the thought that they point the way for continued improvement of the College and its service to the State of New Jersey. Other recommendations will be found at the end of each departmental report.

1. The present building program, as fine as it is, represents a substantial beginning on the physical needs of the College. Plans should be formulated without further delay to extend the program to meet other pressing needs.

2. The present regulation that requires new staff members to be hired at the minimum of the range works a hardship upon qualified individuals and often makes it impossible to attract outstanding candidates. With salary schedules in the public schools continually improving it would be a better personnel policy if experience in public schools or in other institutions could be credited on the salary scale of the teachers colleges. This is especially true at the instructor level.

3. The services of a psychiatrist that are now available on call should be extended to include participation in personnel committee meetings and other functions that relate to student welfare.

4. As the College increases in size and complexity the weight of administrative responsibilities becomes greater. The time has arrived when consideration should be given to the establishment of a position of administrative assistant to the President.

5. A full-time night watchman for the College is urgently needed. Girls who live in the dormitory should be protected from what we know to be a constant hazard of strange men in the vicinity. The increased facilities of the campus representing as they do a considerable investment should be protected.

Respectfully submitted,

E. DeAlton Partridge
President

EDP:AR

Chairman, National Commission on Accounts in Teacher Education.

Member, Executive Committee, New Jersey Council on Economic Education.

Trustee, Institute for Human Communications, Inc.

Businessmen Leader, Association for Supervision and Curriculum Development.

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Respectfully submitted,

R. Dalton Hartridge
President

RDH:AM

1953-1954 FACULTY AND STAFF CHANGES

Faculty Appointments

Carolyn E. Bock	Asst. Professor of Latin
George A. Brown	Substitute Instructor in Physical Education & Coach
Gordon Gaines	Half-time Instructor of Vocal Music (partial substitute for Mrs. Jean Ludman, on leave)
Catherine Genett	Instructor in Physical Education and Assistant to the Director of the College High School
Donald I. Hammer	Instructor, Mathematics (substitute for Mr. Kays)
Robert Steinhart	Instructor, Mathematics
Dorothy Priesing	Half-time Instructor of Music (partial substitute for Mrs. Jean Ludman, on leave)
Donald O. Thomas, transfer from Jersey City State Teachers College	Asst. Professor, Business Education

Staff Appointments

Nancy Burgum	Clerk-Stenographer, Admissions Office
Joan I. McKinnes	Clerk-Stenographer, Secretary to Business Manager
Lucille P. Miller	Sr. Clerk-Stenographer - 1/2 time in College High School office & 1/2 time in Placement Office
Alice I. Reaske	Sr. Clerk-Stenographer - Secretary to the President

Faculty Members on Leave in 1953-54

Alden C. Coder - To study	Asst. Professor, Health, Physical Education & Recreation
George W. Kays - Mil. Leave	Instructor, Mathematics
Jean Ludman - To study	Instructor, Music
Henry E. Schmidt - Mil. Leave for 1st Semester only.	Asst. Professor & Director of Dept. of Health, Physical Education & Recreation
Herbert Gooden - State Dept. of Ed.	Asst. Professor of Social Studies

Faculty Resignations

George A. Brown	Substitute Instructor in Physical Education & Coach
Gordon Gaines	Substitute 1/2 time Instructor of Vocal Music
Herbert Gooden	Asst. Professor of Social Studies on Leave
Eleanor Goff	Part-Time Instructor, The Dance, & Physical Education for Girls in the College High School
Catherine Genett	Instructor in Physical Education & Assistant to the Director of the College High School
Donald I. Hammer	Instructor, Mathematics (substitute)
Virgil S. Mallory - Retirement	Professor of Mathematics & Department Head
Carl F. Mueller - Retirement	Choirmaster & Instructor of Choral Music & Conducting
Dorothy Priesing	Substitute 1/2 time Instructor of Music
D. Henryetta Sperle - Retirement	Professor of Education & Psychology
Mollie Winchester - Retirement	College High School Librarian & Instructor

Staff Resignations

Mrs. Jacklyn Scott Ingold	Sr. Clerk-Stenographer - 1/2 time in College High School office & 1/2 time in Placement Office
Mrs. Lucille P. Miller	Sr. Clerk-Stenographer - 1/2 time in College High School office & 1/2 time in Placement Office

FACULTY 1953-1954

Table I A - ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Full-Time Members of Faculty - Fall Semester

Degree	1949-1950		1950-1951		1951-1952		1952-1953		1953-1954	
	No.	%	No.	%	No.	%	No.	%	No.	%
Doctor's degree or Equiv. Preparation	38	54%	42	55%	43	54%	43	49%	44	51%
60 Semester-Hours of Graduate Study	22	31%	25	32%	22	28%	27	31%	30	35%
Master's Degree or Equiv. Preparation	10	14%	8	10%	13	16%	14	16%	9	10%
Bachelor's degree	0	0%	1	1%	1	1%	2	2%	2	2%
M.D. degree	1	1%	1	1%	1	1%	1	1%	1	1%
Totals	71	100%	77	99%	80	100%	87	99%	86	99%

Note: The President and the Dean of Instruction are included in the above data.

Note 2: The substitutes, Mr. Brown, Mr. Hammer, Dr. Phipps, and Dr. Lutz were counted rather than the faculty members on leave whom they replaced. However, Mrs. Ludman had two part-time substitutes, so that neither she nor they were counted, and there is one less faculty member than in 1952-1953.

Table I B

PROFESSORIAL RANK PERCENTAGES FOR FULL TIME FACULTY
Fall Semester

Rank	No.	Percentages
Professor	15	18%
Associate Professor	12	14%
Assistant Professor	30	35%
Instructor	27	32%
Assistant Instructor	1	1%
Totals	85	100%

The President and Dean of Instruction are not included.
All permanent faculty members on leave were counted, but not their substitutes.
Dr. Phipps is still officially a substitute for Mr. Schmidt whose line item he holds. Both are assistant professors. Only one was counted.

DATA ON ENROLLMENT

Table I - Spring Enrollment in Freshman, Sophomore, Junior and Senior Classes by Men and Women for the Five-Year Period Beginning February 1, 1950 and ending February 1, 1954.

Class	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954
Freshman					
Men	99	114	90	103	85
Women	166	136	168	139	196
Total	265	250	258	242	281
% of Grand Total	24%	25%	27%	27%	30%
Sophomores					
Men	100	89	113	72	84
Women	173	149	128	146	137
Total	273	238	241	218	221
% of Grand Total	25%	24%	25%	24%	24%
Juniors					
Men	111	89	79	109	74
Women	132	167	133	116	135
Total	243	256	212	225	209
% of Grand Total	22%	26%	22%	25%	22%
Seniors					
Men	179	121	93	84	108
Women	134	126	164	137	118
Total	313	247	257	221	226
% of Grand Total	29%	25%	26%	24%	24%
GRAND TOTAL	1094	991	968	906	937

[illegible] in [illegible]

Table 2 – Spring Investment in Freshwater, Estuarine, Marine and Coastal Fisheries by the [illegible] from the Fisheries Vote of Functions Referred to 1970 and Spring Estimate 1. 1976.

Items	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975
Freshwater					
Men	90	111	80	103	100
Women	146	138	120	149	149
Total	236	249	200	252	249
% of Grand Total	8%	9%	7%	9%	9%
Estuarine					
Men	109	89	143	77	86
Women	175	144	139	126	137
Total	284	233	283	203	223
% of Grand Total	9%	8%	9%	8%	8%
Marine					
Men	122	89	90	149	85
Women	111	147	123	174	139
Total	233	236	213	323	224
% of Grand Total	7%	9%	7%	12%	7%
Coastal					
Men	137	116	87	60	101
Women	114	134	160	137	111
Total	251	250	247	197	212
% of Grand Total	9%	10%	9%	8%	8%
Grand Total	1,004	968	953	1,024	1,107

Table II - Spring Registration by Counties for the Period from February 1, 1950 to February 1, 1954

County	1949-1950			1950-1951			1951-1952			1952-1953			1953-1954			Percent Distrib. 1953-54
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Atlantic	3	9	12	4	6	10	6	7	13	6	6	12	5	3	8	0.8%
Bergen	75	67	142	72	72	144	65	90	155	60	83	143	58	78	136	14.5
Burlington	2	-	2	1	-	1	1	-	1	1	-	1	1	2	3	0.3
Camden	2	9	11	1	8	9	1	4	5	2	1	3	2	-	2	0.2
Cape May	3	1	4	-	1	1	-	-	-	-	-	-	-	-	-	0.0
Cumberland	1	6	7	-	3	3	1	5	6	2	5	7	1	8	9	0.9
Essex	188	218	406	145	210	355	133	201	334	122	181	303	112	212	324	34.5
Gloucester	3	2	5	-	3	3	-	2	2	-	1	1	-	1	1	0.1
Hudson	53	73	126	48	67	115	43	56	99	50	57	107	55	67	122	13.0
Hunterdon	1	2	3	1	1	2	-	1	1	-	-	-	1	1	2	0.2
Mercer	-	1	1	-	1	1	-	-	-	-	-	-	-	1	1	0.1
Middlesex	12	16	28	8	12	20	6	12	18	2	10	12	4	14	18	1.9
Monmouth	13	33	46	12	27	39	8	27	35	8	23	31	9	17	26	2.7
Morris	17	29	46	19	23	42	28	26	54	30	21	51	23	18	41	4.3
Ocean	6	9	15	5	10	15	5	9	14	6	6	12	4	9	13	1.3
Passaic	72	74	146	61	76	137	49	90	139	48	88	136	45	90	135	14.4
Salem	1	-	1	1	-	1	-	2	2	-	2	2	-	2	2	0.2
Somerset	2	5	7	2	2	4	1	3	4	-	-	-	1	-	1	0.1
Sussex	2	4	6	4	5	9	3	4	7	4	4	8	5	2	7	0.7
Union	33	45	78	26	47	73	20	52	72	23	49	72	22	56	78	8.3
Warren	-	2	2	1	3	4	3	2	5	3	1	4	3	2	5	0.5
Out-of-State	-	-	-	2	1	3	2	-	2	1	-	1	-	3	3	0.3
TOTALS	489	605	1094	413	578	991	375	593	968	368	538	906	351	586	937	99.3%
% Increase or Decrease			-9.1%			-9.4%			-2.3%			-6.4%			+3.4%	

[illegible]

Table III - Number of Freshmen Admitted over Five Year Period

Year	Men	Women	Total
1949-1950	99 (Sept. only)	166 (Sept. only)	265
1950-1951	150 (Sept. only)	157 (Sept. only)	307
1951-1952	126 (Sept. only)	192 (Sept. only)	318
1952-1953	127 (Sept. only)	167 (Sept. only)	294
1953-1954	115 (Sept. only)	218 (Sept. only)	333

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1949-1950	3	20	35	16	74 (Includes 23 former MSTC students.)
1950-1951	5	12	33	16	66 (Incl. 13 former MSTC)
1951-1952	4	14	25	25	68 (Incl. 17 former MSTC)
1952-1953	4	7	18	13	42 (Incl. 20 former MSTC)
1953-1954	6	14	22	15	57 (Incl. 30 former MSTC)
TOTAL	22	67	133	85	307 (Includes 103 former MSTC students)

Table III - History of Freshmen Admitted under Five Year Rule

Year	Men	Women	Total
1949-1950	97 (Sept. only)	166 (Sept. only)	263
1950-1951	130 (Sept. only)	187 (Sept. only)	317
1951-1952	186 (Sept. only)	126 (Sept. only)	312
1952-1953	137 (Sept. only)	187 (Sept. only)	[illegible]
1953-1954	115 (Sept. only)	208 (Sept. only)	323

Table IV - Students Admitted on Advanced Standing under Five Year Rule

Year	Seniors	Juniors	Sophomores	Freshmen	Total
1949-1950	3	20	20	16	59 (Including 23 Juniors under Grandfather.)
1950-1951	5	12	30	14	61 (Incl. 11 Freshmen.)
1951-1952	4	14	22	25	65 (Incl. 17 Freshmen.)
1952-1953	4	7	18	13	42 (Incl. 20 Freshmen.)
1953-1954	6	14	24	15	57 (Incl. 26 Freshmen.)
Total	22	67	114	83	286 (Including 107 Freshmen under Grandfather.)

Table V - Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1949-50		1950-51		1951-52		1952-53		1953-54		Totals		TOTAL
	M	W	M	W	M	W	M	W	M	W	M	W	
Lack of Funds	9	6	8	3	7	5	7	3	6	2	37	19	56
Health	10	6	2	2	2	5	4	7	1	2	19	22	41
Transfer to other School	11	7	8	11	10	8	7	2	5	11	41	39	80
Marriage	-	6	-	10	-	8	-	4	-	2	-	30	30
Family Reasons	2	4	1	5	4	9	2	4	3	3	12	25	37
Dropped (Dismissals)	9	11	7	7	11	15	17	6	16	22	60	61	121
Not Interested in Teaching	8	6	7	8	3	1	2	5	7	6	27	26	53
Moved from State	-	-	-	-	1	1	1	4	2	2	4	7	11
U. S. Mil. Service	5	-	34	1	18	-	9	-	10	-	76	1	77
Death	-	1	-	-	-	-	-	-	-	-	-	1	1
Employment	1	1	4	5	4	4	4	5	2	5	15	20	35
Miscellaneous & Not Given*	1	-	*11	15*	*5	3*	-	-	-	-	17	18	35
Total by M. & W.	56	48	82	67	65	59	53	40	52	55	308	269	577
GRAND TOTAL	104		149		124		93		107		577		

*Miscellaneous & Not Given figures for 1950-1 and 1951-2 include for first time those who failed to register.

Table VI - Student Enrollment by Majors as of February 1st of Each Year in Five Year Period

Department	1949-50	1950-51	1951-52	1952-53	1953-54
Business Education	191	166	156	144	136
English	221	200	208	184	205
Language	138	114	110	93	92
Mathematics	138	127	118	108	99
Music	66	67	55	46	49
Science	84	84	77	81	86
Social Studies	256	207	207	214	235
Speech	—	26	37	36	35
TOTALS	1094	991	968	906	937

Table VII - Percentages of Total Number of Students Enrolled in Each Major Each Year

Year Totals	1949-50 1094	1950-51 991	1951-52 968	1952-53 906	1953-54 937
	% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.
Business Education	17%	17%	16%	16%	14½%
English	20%	20%	21%	20%	22%
Language	13%	11%	11%	10%	10%
Mathematics	13%	13%	12%	12%	10½%
Music	6%	7%	6%	5%	5%
Science	8%	8%	8%	9%	9%
Social Studies	23%	21%	21%	24%	25%
Speech	-	3%	4%	4%	4%

Table VI - Students Convicted by Lahore Bar of Misbehaviour Left or Been Tried in Five Year Period

Offences	1949-50	1950-51	1951-52	1952-53	1953-54
Disorderly Behaviour	171	186	198	144	139
Brawls	221	200	308	134	205
Indecency	130	118	110	93	93
Misbehaviour	136	127	118	108	99
Bhada	66	67	32	44	19
Violence	81	61	77	81	46
Medical Students	324	302	277	324	232
Pawnbroker	—	36	37	38	32
Total	1080	991	958	924	837

Table VII - Percentage of Total Number of Students Convicted in Each Major Bar

Year Total	1949-50 1084	1950-51 991	1951-52 958	1952-53 924	1953-54 837
Offence	% of Total	% of Total	% of Total	% of Total	% of Total
Disorderly Behaviour	17%	19%	20%	16%	16%
Brawls	20%	20%	32%	20%	24%
Indecency	12%	12%	12%	10%	10%
Misbehaviour	12%	12%	12%	12%	12%
Bhada	6%	7%	4%	5%	2%
Violence	8%	6%	8%	9%	6%
Medical Students	30%	30%	29%	35%	28%
Pawnbroker	-	4%	4%	4%	4%

Table VIII - Analysis of Enrollment by Curricula for the Year 1953-54, as of Spring 1954

Department	Year in College 1st	2nd	3rd	4th	Total	Sex M	W
Business Education	33	44	27	32	136	85	51
English	70	41	52	42	205	29	176
Language	28	20	25	19	92	19	73
Mathematics	26	23	19	31	99	29	70
Music	17	15	2	15	49	24	25
Science	25	19	13	29	86	43	43
Social Studies	74	51	61	49	235	112	123
Speech	8	8	10	9	35	10	25
TOTALS	281	221	209	226	937	351	586

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Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

Year	Number of Matriculants	Number Receiving A.M. Degree
1949-1950	560	137
1950-1951	606	129
1951-1952	601	121
1952-1953	618	106
1953-1954	586	98

NOTE: For classification of matriculated candidates for the Master's Degree by major departments, see the report of the Graduate Division, page 4, item C.

Table VIII – Analysis of Investment of Territorials for the Year 1970-71, as of Ending 1971

Department	Year in Crores				Trend		
	3rd	2nd	2nd	1st		2	Now 1
Educational Information	33	41	47	39	1.46	61	31
Civilian	70	41	35	43	44	39	1.36
Language	36	20	45	19	39	19	13
Communication	46	41	19	21	39	20	20
Radio	17	15	9	15	19	14	15
Science	18	19	13	20	36	17	19
Social Welfare	78	71	61	49	415	134	1.61
Tourism	4	3	10	9	34	10	16
Total	301	243	249	246	912	362	304

Table IX – Borrowings for A.P. During and Number of Months Overdrawn over Five Years

Year	Number of Borrowings	Number Overdrawn A.P. During
1969-1970	320	137
1970-1971	306	137
1971-1972	327	139
1972-1973	412	138
1973-1974	324	136

Note: For classification of individual expenditure the Director's income by major departments, see the annexed of the Statistics Department, page 1, item 2.

Table X - Distribution of 1954 Graduates Including June and August Graduations

For Secondary Teachers	Degree	Not Previously Eligible for Certification		Previously Eligible for Certification		Totals	
		Men	Women	Men	Women	Men	Women
Administration & Supervision	A.M.	2	0	33	16	35	16
Business Education	A.B.	20	8	0	1	20	9
	A.M.	0	0	5	3	5	3
English	A.B.	7	32	0	0	7	32
	A.M.	0	0	3	3	3	3
Language	A.B.	4	14	0	0	4	14
	A.M.	0	0	0	0	0	0
Mathematics	A.B.	12	19	0	0	12	19
	A.M.	0	0	3	1	3	1
Music	A.B.	8	1	0	0	8	1
Science	A.B.	18	7	0	0	18	7
	A.M.	4	0	2	1	6	1
Social Studies	A.B.	28	20	0	0	28	20
	A.M.	0	0	7	6	7	6
Speech	A.B.	2	6	0	0	2	6
Personnel & Guidance	A.M.	0	0	0	8	0	8
TOTALS		105	107	53	39	158	146
Graduate Curricula						59	38

NOTE: One foreign student, Mr. Abdul J. Nofan, who received his M.A. in August, 1954, was not included in the study because he was granted his degree without receiving New Jersey certification. Therefore the total number of M.A. graduates in this study is only 97, not the total 98 who were granted degrees.

Table 7 — Discussion of LVS involving instructor bias and tutorial conditions for boundary learners

Tutorial		Cal Trans Model 70 slide for perception		Operations Slides for Cards Sorting		Totals	
		Bias	Tutorial	Bias	Tutorial	Bias	Tutorial
Introduction & Introduction	L.A.	7	0	35	34	42	34
Nothing Changing	L.A.	20	4	0	3	20	8
	L.A.	0	0	2	3	2	3
Lighting	L.A.	7	38	6	11	1	38
	L.A.	2	0	3	3	5	3
Changing	L.A.	4	34	0	0	4	34
	L.A.	0	0	0	0	0	0
Conclusions	L.A.	14	32	0	14	14	32
	L.A.	0	0	3	3	3	3
Other	L.A.	2	3	0	0	2	3
Totals	L.A.	34	7	0	34	34	7
	L.A.	4	0	3	4	3	3
Total Tutorial	L.A.	38	40	0	38	38	40
	L.A.	0	0	7	4	7	4
Other	L.A.	3	4	0	0	3	4
Terminal & Other	L.A.	0	0	3	4	0	4
TOTAL		205	100	63	38	268	134
Overall Totals						80	30

Note: The Lighting statement, No. Sheet 1, Tutorial, was repeated the 4th. It usually LVS, was not included in the study because it was worded the degree without changing the lower constituents. Therefore the study model of this problem to this point is only 27, and the total 30 was more worked degrees.

Table XI - Part-Time, Extension, and Summer Session Division

Part-Time and Extension Statistics

Year	No. of Courses Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
1947 Fall	39	36	488	822	1.6	22.8
1948 Spring	34	30	415	777	1.8	25.9
1948 Fall	35	33	445	932	2.1	23 (Pt-Time courses only)
1949 Spring	32	31	499	1101	2.2	27 " " " "
1949 Fall	33	32	591	1444	2.4	33 " " " "
1950 Spring	35	35	641	1620	2.5	35 " " " "
1950 Fall	38	38	595	1346	2.2	28 " " " "
1951 Spring	40	40	540	1137	2.1	25 " " " "
1951 Fall	36	36	582	1179	2.0	29 " " " "
1952 Spring	37	37	607	1196	1.9	29 " " " "
1952 Fall	34	34	631	1184	1.8	29 " " " "
1953 Spring	39	39	684	1167	1.8	26 " " " "
1953 Fall	40	40	640	1209	1.8	26.8 " " "
1954 Spring	42	42 (45 sec-tions)	636	1182	1.9	25 " " "

Summer Session Statistics

Summer of						
1948	60	59	444	1096	2.4	18.5
1949	82	79	640	1571	2.4	18.6
1950*	81	75	874	2105	2.8	23.5
1951*	76	71	829	1807	2.5	21.9
1952**	76	69	748	1506	2.2	19.6
1953**	72	67	627	1228	2.1	16.3
1954**	76	69	619	1397	2.4	18.3

*Total No. of students and registrations include both China Institute & School of Conservation figures. Other 1950 & 1951 data are for Montclair courses only.
** In 1952 China Institute became a regular part of the Montclair rolls and is included in all data for 1952, 1953, 1954. The School of Conservation is included in Total No. of Students and Total No. of Registrations for these years.

Table II — Pre-Film, Experiment, and Summer Sessions Students

Participation and Enrollment Statistics

Year	No. of Sessions Offered	No. of Courses Given	Total No. Students	Total Number Registrations	Average No. Courses Taken Per Student	Average Number Registrations Per Course
Fall 1944	39	36	490	892	1.8	24.8
Spring 1945	34	30	415	777	1.8	25.9
Fall 1945	36	33	445	938	2.1	25 (Pre-Film Courses only)
Spring 1946	32	34	499	1100	2.2	32 " " " "
Fall 1946	33	32	525	1414	2.6	32 " " " "
Spring 1947	37	34	540	1660	3.0	35 " " " "
Fall 1947	34	30	515	1384	2.7	34 " " " "
Spring 1948	40	40	520	1397	2.1	34 " " " "
Fall 1948	36	34	558	1477	2.0	34 " " " "
Spring 1949	37	32	607	1346	1.4	32 " " " "
Fall 1949	34	34	632	1344	1.4	30 " " " "
Spring 1950	39	39	654	1367	1.6	32 " " " "
Fall 1950	40	40	614	1309	1.8	30.8 " " " "
Spring 1951	40	42 (45 sec-tions)	636	1325	1.9	32 " " " "

Summer Session Statistics

Summer of						
1946	65	39	444	1364	3.1	34.5
1947	54	39	464	1371	3.1	34.6
1948	51	35	471	1345	2.8	33.5
1949	36	31	539	1407	2.6	32.9
1950	34	40	704	1364	2.0	34.1
1951	32	47	657	1288	2.1	31.3
1952	36	45	629	1297	2.1	32.2

Total No. of students and registrations includes both Extra Curricular & School of Conservation Courses. Years 1950 & 1951 data are for Curricular courses only. As in 1952 Extra Curricular became a regular part of the Curricular valid and is included in all data for 1952, 1953, 1954. The School of Conservation is included in Total No. of Students and Total No. of Registrations for these years.

Table XII - Summary of Enrollment Data

Instructional Division	1949-50	1950-51	1951-52	1952-53	1953-54
Regular Undergraduate	1094	991	968	906	937
Regular Full-time Graduate	69	55	34	17	10
Summer Session	874	829	748	627	619
Part-Time and Extension	1232	1135	1189	1315	1276
College High School	172	170	164	171	173
Totals	3441	3180	3103	3036	3015

The above figures include duplicates.

The total enrollment, or graduates and withdrawals, of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	1,028
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1954 were as follows:

Graduates with A.B. degree	4,820
Graduates with A.M. degree	1,424
Withdrawals	1,937
Total	8,181

Table 117 – Residency of Accountancy Students

Professional Institute	1969-70	1970-71	1971-72	1972-73	1973-74
Chartered Accountants	1,091	998	945	914	937
Institute Full-time Students	69	55	34	17	10
Member Students	676	689	701	677	615
Part-time and Tabulation	2,972	1,360	1,120	1,347	1,270
Chartered High School	171	170	161	171	173
Total	3,143	3,280	3,029	3,026	3,015

The above figures include Graduates.

The total enrollments, in graduates and undergraduates, of the Alpha Tower College from 1968 to 1970 was approximately as follows:

Graduates	2,991
Undergraduates	1,956
Total	4,947

Graduates and undergraduates from the Alpha Tower College from Institutes, 1970, as from 30, 1970 were as follows

Graduates with A.A. degrees	4,070
Graduates with A.S. degrees	1,056
Undergraduate	2,027
Total	8,153

ANNUAL REPORT OF THE DEAN OF INSTRUCTION, 1953 - 1954

New Jersey State Teachers College at Montclair

General Summary of Progress

In addition to the regular functions of the Office of the Dean for the academic year, 1953-1954, the principal focus of attention has been on the curriculum revision study instituted through the State Curriculum Commission and the resulting College studies, both in revision of existing curricula and in the initiation of new curricula for the additional majors in Home Economics, Fine Arts, Industrial Arts, and Secretarial Studies. The Dean served as a member of the Curriculum Commission and as the Liaison Member representing the Commission on the State-Wide Committee on General Education. The Dean has served as state-wide Chairman of the Home Economics Curriculum Committee in cooperation with the State Department of Education Supervisors of Home Economics, since there are no faculty persons available for leadership in this field at this time. The Dean also in cooperation with the faculty representatives on the Curriculum Commission and the state-wide committees has developed the leadership in the College in the program of curriculum study and recommendations for revisions.

While many faculty members approached the curriculum revision study with doubt as to the need and fear as to the outcome, the study has progressed; and the year closed with a general feeling of satisfaction about the careful way in which our College study has been conducted. We have resisted hasty decisions and have insisted that recommendations be based on careful documented analysis. Curriculum study should be continuous, and the evidences of improvement in the past years show the effective work that has been done internally; but there is also need for special attention to a complete evaluation of the curriculum at intervals. In connection with the expansion program in buildings and the introduction of new majors,this year seemed to be an opportune time for a complete re-appraisal of the curriculum. This report will be directed mainly toward a review of the College curriculum study.

Progress has been made in other areas of instructional improvement; staff turn-over has been light; and replacements are promising. The enrollment continues to increase with maximum freshman acceptances in all departments except language where there seems to be a continued decline in interest on the part of high-school graduates. While the number of freshman acceptances in the home-economics curriculum is not as large as that set by the State Board Plan, the number is as large as can be accommodated at this time. Renewed efforts at continuous selection and maintenance of standards of performance in areas other than academic record have kept serious failure problems in the senior year at a minimum. It is an easy matter to check an academic record, but it is more difficult

to check personal growth involving social maturity, emotional maturity, and acceptance of professional ethics. The renewed emphasis on citizenship in college life, as well as in political life, has helped to bring about some improvement in the climate of campus activities. The constant need for adequate facilities in which to develop an appropriate outside-the classroom environment is ever a frustrating limitation on the effectiveness of this work. We need to continue to stress the importance of faculty contributions, both by example and by precept, in helping to shape the character and personalities of our students as well as their intellectual competence. Standardized tests and other achievements attest to the excellent standard of the latter, but we need to be much more concerned with our students as human personalities and potential community leaders in social, aesthetic, and moral development.

PART I. CURRICULUM STUDY

College Organization

At the faculty meeting on October 7, 1953, the progress of plans developed by the Curriculum Commission was presented to the faculty by the President, the Dean, and the Faculty Representative. Nominations for representatives on the two state-wide committees were acted upon, and a list was submitted to the Committee on Committees for selection with the following results:

General Education Committee:

Dr. E.S. Fulcomer
Mrs. Mathilda Knecht

Basic Professional Education Committee:

Dr. Keith W. Atkinson
Dr. Rufus D. Reed

At the faculty meeting on October 20, 1953, each faculty member was assigned to one of the two committees for the College study. About two-thirds of the membership were assigned to the General Education Committee, and about one-third were assigned to the Professional Education Committee. (See attached exhibit labeled "Curriculum Commission Organization in the College.")

At a faculty meeting on October 28, 1953, the Committee on Committees of which the Dean is Chairman, was delegated the responsibility of naming faculty membership on the state-wide committees on major specialization. The Committee was empowered to implement the policy of inclusion of student representation on the two committees, (1) General Education, and (2) Basic Professional Education. The committee representation on the various committees is as follows:

October 15, 1953

Memorandum to: All Faculty Members

Subject: Curriculum Commission Committee Organization in the College

Two statewide committees are being organized with title and broad objective as follows:

1. Committee on General Education -- "This committee should recommend the arts, science and philosophy program which every teacher should complete."

2. Committee on Basic Professional Education - "This committee should recommend the basic professional program which every teacher should complete."

There will be two representatives from each teachers college on each of these committees. These representatives are to be chosen in the manner described in our last faculty meeting. You have nominated the following:

General Education Committee - E. B. Fincher, Mrs. Paul F. Knecht, David Davis, K. O. Smith, Edwin S. Fulcomer

Professional Education Committee - Keith Atkinson, Paul Hamilton, Mowat Fraser, Rufus Reed, Allan Morehead

The selection committee made up of the President, the Dean, and your faculty representative, Dr. Hadley, have selected the representatives according to the procedure agreed upon by the Commission. This selection was based on the following considerations, (1) background of experience in the particular area for which the nomination was made, (2) extent of other committee and administrative commitments, (3) a balance of fields of academic and professional work in the make-up of the two committees. This selection is as follows:

General Education Committee - Mrs. Paul F. Knecht and Edwin S. Fulcomer

Professional Education Committee -- Keith Atkinson and Rufus Reed

We will now proceed with the organization of the college-wide committees to study these problems. We will assume that the alternates you have nominated would be acceptable to you as the nucleus for the committees on the college level. Perhaps we could call each group the steering committee for their appropriate committee and one member of each of these groups serve as the chairman of that committee. The form of organization of the committee may be decided by the committee members if these suggestions are not acceptable.

It is important that the entire faculty have an opportunity to take part in the study of the needs for revision and the recommendations to be made. In order that these committees may have an organization meeting we are setting Tuesday, October 20, at 10:30, a.m., as a meeting time. At this time the committees can plan the study for the year, elect a chairman, a secretary, and formulate sub-committees as needed.

Perhaps the General Education Committee will want to study some particular area such as, the humanities, the sciences, the social sciences, the spacial skills and remedial work (composition, reading, arithmetic, speech, health, etc.), and appoint sub-committees to make reports on these topics.

The Professional Education Committee could work in sub-committees on psychology, secondary education, elementary education, student teaching.

For the October 20 meeting it is suggested that faculty members be assigned as follows:

General Education Committee - Mr. Bohn, Dr. Fincher, Dr. K. O. Smith, Dr. Fulcomer Dr. McEachern, Dr. D. R. Davis, Mrs. Knecht, Dr. Rollahen, Dr. Krauss, Mr. Fox, Mr. Cohen, Dr. Folsom, Dr. Gage, Mr. Hammer, Mr. Humphreys, Mrs. Ramsden, Mr. Placek, Mr. Steinhart, Dr. Bock, Dr. Christmann, Miss Escoriaza, Mr. Gaines, Miss Felera, Miss Pennington, Mr. Pettegrove, Mrs. Priesing, Miss Tenone, Mr. Vernacchia, Dr. Young, Miss Favor, Mr. Kahn, Mr. Moore, Dr. Mueller, Mr. Present, Mr. Ballare, Mr. Brown, Mrs. Corso, Mr. E. C. Davis, Mr. Dioguardi, Miss Dix, Miss Duke, Miss Fantone, Miss Foster, Miss Kauffman, Mr. Neuner, Mr. Sheft, Mr. Thomas, Mr. Willing, Dr. Wurts, Miss Cridlebaugh, Miss Genett, Miss Foff, Miss House, Mrs. Knowlton, Miss Sherwin, Mr. Boucher, Dr. Milstead.

This committee will meet in Room 24 on October 20, 10:30, a.m.

Professional Education Committee - W. S. Smith, Dr. Fraser, Dr. Atkinson, Mr. Morehead, Mr. Hamilton, Dr. Clayton, Dr. Sperle, Mrs. Cressey, Dr. Reed, Miss Stewart, Mr. DeRosa, Mr. Bye, Mr. Kops, Mr. Sheppard, Mr. Allen, Miss Kuhnen, Dr. McLachlan, Mr. Clifford, Mr. Froehlich, Miss Osgood, Mr. Zerbe, Dr. Ingebritsen, Mrs. Koons, Dr. Lutz, Dr. Mallory, Dr. Phipps, Dr. Moffatt, Miss Morse, Dr. Van Derveer, Mr. Ambry.

This committee will meet in Room 28 on October 20 at 10:30, a.m.

These assignments may be readjusted if any faculty member desires a change in his committee.

The committees should make a study of the curriculum standards that were adopted by the State Board of Education on December 2, 1949. Copies of these standards will be given to each member of the faculty for study. These standards have been tentatively adopted by the Curriculum Revision Commission with the understanding that revisions in these standards may be made in light of developments in the curriculum study. We should examine our curriculum in terms of these standards. We should discover the areas of need and as a necessary follow-up those areas in which emphasis can be reduced, since it is a simple postulate that we cannot add to our present curriculum without replacing some parts.

As additional preparation for this curriculum study, faculty members may want to read or review some of the recent challenging publications in the field of curriculum study. Some recommended ones are:

"General Education in a Free Society" -- The Harvard Report
"Implementing Programs of General Education for Teachers" - A Report of the AACTE, 1953
The basic definition accepted by over sixty per cent of the institutions (137) taking part in this AACTE study:

"General education is the development of the knowledges, skills, and abilities which are the common possession of educated persons as individuals and as citizens in a free society."

"Let's Talk Sense about Our Schools" - Woodring
"American School Curriculum" - 1953 Yearbook of the ASCA

Two definitions of the curriculum in favor with most school administrators and in harmony with present curriculum developments:

"The curriculum...is defined as all of the directed learning experiences of children and youth under the influence of the school."

"The school's curriculum is the total of those situations which are purposely used to produce favorable learning responses."

"The College and the Community" - Baker Brownell
"General Education in Action" -- B. Lamar Johnson

This is not a bibliography but a suggestion that we build our constructive ideas on reports and investigations that have already produced challenging results.

C. M. Huber
Dean of Instruction

CMH:mmf

CURRICULUM COMMISSION COMMITTEE ORGANIZATION FOR

THE COLLEGE

I General Education Committee

Chairman - Dr. E.S. Fulcomer; Recording Secretary - Mrs. Corso

Faculty Membership - Organization of Six Sub-Committees

A.	B.	C.
Dr. Christmann	Miss Favor	Mr. Bonn
Miss Cridlebaugh	Miss Foster	Mr. Brown
Dr. D.R. Davis	Dr. Gage	Dr. Folson
Mr. Dioguardi	Mr. Hammer	Miss House
Miss Dix	Mr. Kahn	Mr. Humphreys
Miss Escoriaza	Miss Kauffman	Dr. McEachern
Mr. Moore	Mrs. Knecht	Mr. Neuner
Mrs. Ramsden	Mr. Placek	Dr. K.O. Smith
Dr. Rellahan	Mr. Willing	Miss Tonone
Mr. Thomas		

D.	E.	F.
Mr. Ballare	Dr. Bock	Mrs. Corso
Mr. Cohen	Mr. Boucher	Dr. E.C. Davis
Miss Duke	Mr. Bye	Miss Genett
Dr. Fulcomer	Miss Fantone	Miss Goff
Dr. Milstead	Mr. Fox	Mrs. Knowlton
Dr. Mueller	Mr. Gaines	Mr. Kops
Miss Peloro	Dr. Krauss	Mr. Pettegrove
Mr. Sheft	Mr. Present	Mrs. Priesing
Mr. Steinhart	Dr. Young	Mr. Sheppard
		Miss Sherwin
		Mr. Vernacchia
		Dr. Wurts

Student Membership

Seniors - Marguerite Finelli, Joseph Maizel, Gabriel Palmisano, Vivian Thompson
Juniors - June Sasaki, Adele Russell, Bernice Fushe
Sophomores - Jacques Rizzo, Gwendolyn Rytter
Freshmen - Barbara Floriani

II Basic Professional Education Committee

Faculty Membership

Mr. Allen	Dr. Fraser	Dr. McLachlan	Dr. Reed
Mr. Ambry	Dr. Froehlich	Miss Merlenan	Dr. W.S. Smith
Dr. Atkinson	Mr. Hamilton	Dr. Moffatt	Dr. Sperle
Dr. Clayton	Dr. Ingebritsen	Mr. Morehead	Miss Stewart
Mr. Clifford	Mrs. Koons	Miss Morse	Dr. Van Derveer

Curriculum Commission Committee Organization for the College (Continued)

Faculty Membership of Basic Professional Education Committee (Continued)

Mrs. Cressey	Miss Kuhnen	Dr. Phipps	Mr. Zerbe
Mr. DeRosa	Dr. Lutz	Miss Pennington	
Dr. Fincher	Dr. Mallory	Miss Osgood	

Student Membership

Seniors - Marie Marra, Robert Schuhmacher, Herbert Schroter
Juniors - Michael Prasenak, Mary Ann Janson

FACULTY MEMBERSHIP ON STATE-WIDE COMMITTEES ON MAJOR SPECIALIZATION

1. English - Mr. Hamilton, Miss Pennington
2. Social Studies - Dr. Gage, Dr. Bellahan
3. Mathematics - Dr. D.R. Davis
4. Science - Dr. McLachlan, Mr. Allen
5. Business Education - Mr. Sheppard, Dr. Van Derveer
6. Speech - Mr. Fox, Miss Kauffman
7. Music - Dr. McEachern, Mr. Moore, Miss Morse
8. Health and Physical Education - Mr. DeRosa (Ex-officio - Acting Head or Head of Department) Alternates - Miss Foster, Miss Duke
9. Foreign Language Department - Mrs. Cressey, Miss Pelero, Dr. Bock
10. Industrial Arts - Dr. Huber, Mr. DeRosa
11. Fine Arts - Mr. Vernacchia, Miss Osgood
12. Home Economics - The Standing Curriculum Committee of the College with the curriculum consultants in home-economics education of the State Department of Education

(See the attached exhibits - "Minutes of the Meeting of the Committee on Committees," November 4, 1953, November 30, 1953.)

These committees held meetings at various times during the year and presented reports at faculty meetings. These reports and studies served as guides to the representatives on the Commission and to the members of the state-wide committees. A final report of the year was presented by each committee at successive faculty meetings.

Since the total of points recommended for both of these areas plus the major and minor requirements was considerably more than 128 semester-hours, the faculty delegated the Committee on Committees to

[illegible]

Present: Dr. [illegible], Mr. [illegible], Dr. [illegible], [illegible]

At the faculty meeting on October 20th, the Committee on Committees was delegated the responsibilities:

1. To make recommendations to the faculty for membership on the state-wide commission on major specialization as outlined by the Curriculum Commission.

2. To implement the action of the faculty in approving the inclusion of student representation without voting privileges on the two faculty committees: A - General Education, B - Basic Professional Education.

The Committee on Committees makes the following nominations for membership on the committees with limitation on the number of representatives as set forth by the Commission.

SUGGESTIONS FOR COMMITTEE ASSIGNMENTS

STATE CURRICULUM COMMISSION

STATE-WIDE COMMITTEES ON SPECIALIZATION

1. English - Mr. Hamilton, Miss Pennington
2. Social Studies - Dr. Gage, Dr. Bellahan
3. Mathematics - Dr. Davis
4. Science - Dr. McLachlan, Mr. Allen
5. Business Education - Mr. Sheppard, Dr. Van Derveer
6. Speech - Mr. Fox, Miss Kauffman
7. Music - Dr. McCachorn, Mr. Moore
8. Health and Physical Education - Mr. DeRosa (Ex officio - Acting Head or Head of Department), Miss Foster, Miss Duke
9. Foreign Language - Department plus others from other State Teachers Colleges at invitation of chairman.
10. Industrial Arts - Dr. Huber, Mr. DeRose
11. Fine Arts - The Standing Curriculum Committee of the College with the Fine Arts staff of Newark State Teachers College
12. Home Economics - The Standing Curriculum Committee of the College with the curriculum consultant, Miss Watson, employed by the College for a special report on home economics education.

The Committee agreed that student representation should be recommended as follows:

1. General Education Committee - 1 seniors, 1 juniors, 2 sophomores, 1 freshman
2. Basic Professional Education Committee - 3 seniors, 2 juniors

Nominations in excess of this number are to be submitted to the College Committee on Committees through the regularly established procedure set up by the [illegible] for student members for faculty committees.

D. M. Emery Chadwick
Committee on Committees

CMH:emf

[illegible]

Present: Dr. Lugenbeel, Dr. Kelley, Dr. Ruby, presiding.

The nominations for student members of the College committees for the study of the curriculum under the jurisdiction of the Curriculum Committee, to consider by the SGA Board, were considered by the Committee on Committees, and the following nominations were confirmed:

General Education Committee
Seniors - Marguerite Finnil, Joanne Weisel, Leonard Tolmasoff, Vivian Thompson
Juniors - June Leach, Ruth Worrell, Jennice Fuche
Sophomores - Jacques Kunz, Gwendolyn Sytsma
Freshman - Dorothy Morland

Basic Professional Education Committee
Seniors - Doris Marsh, Robert Schneeberger, Herbert Sandler
Juniors - Michael Prochnik, Mary Ann Jensen

The chairmen of these committees are authorized to invite these students to participate at the next regularly scheduled meetings of the Committees under conditions agreed upon by the faculty.

C. W. Ruby, Chairman
Committee on Committees

CWRmmf

appoint a smaller committee for each area, each committee to be made up of a representative from each department. The Dean of Instruction was designated as chairman of each of these committees.

General Education Recommendations

The Special Committee for Review of General Education Recommendations (commonly called the "Cutting Committee") held lengthy sessions each week from April 13 through May 17 at which times each department was given an opportunity to discuss its recommendations and to answer questions of the Committee. Each department also presented a written outline of the proposed courses in general education. The original total of 72 hours of courses in general education was reduced by the Committee to a total of 44-46 and subsequently reported to the faculty on May 21. This report is combined with the special study of professional education referred to in the next paragraph.

Professional Education

The Special Committee for Review of Faculty Recommendations on Professional Education concluded that a very general revision in this area was necessary in order to accomplish several aims. Increase of the amount of work in educational psychology, revision of the practicum course, earlier experiences in professional situations, more attention to instruction in the use of audio-visual aids, and a reorganization of the content in philosophy were some of the immediate objectives of the Committee. Meetings of the Committee were held with members of the Department of Integration at which times complete outlines of proposed courses were analyzed.

Total Curriculum Patterns

Two problems faced by the Curriculum Commission and the committees working on the study, both state-wide and in each college, changed the focus of attack during the year. The difficulty of defining General Education, Basic Professionalized Education, Specialized Professional Education, and Specialization, and the consequent overlapping in that some courses counted under Basic Professional Education will also contribute to the attainment of the objectives of General Education and, conversely, certain courses in Basic Professional Education, as for instance the work in general psychology, can be treated partly as General Education, forced a consideration of the curriculum patterns as a whole.

The colleges were requested by the Curriculum Commission to present samples of complete curriculum patterns for study at a meeting of the Commission on May 25.

The reports of the two "Cutting Committees" were combined, and two sample curricula were presented to the faculty for tentative approval

and recommendation to the Commission at its May 25th meeting. This report was considered by the faculty at a meeting on May 21st and was adopted as the recommendation of the Montclair faculty as representing progress to date with the reservation that further revisions may be offered for study. This report labeled "Summary Report of The Special Committees of The Faculty Appointed to Consider Recommendations on Patterns of General Education and Basic Professional Education" is attached as part of this annual report.

Departmental and Specialization Studies

Progress on recommendations for departmental majors and minors was hampered by the inability to count on the amount of work to be included in General and Professional Education. This was another problem that turned the study toward the consideration of total curriculum patterns instead of attempting to isolate portions of the curriculum for separate recommendations.

New Majors

Study at this College was pushed forward on the new majors to be introduced including the extension of the business education work to include secretarial studies. Progress to date will be summarized for each major.

Business Education

After a year and a half of study by the departments at Paterson and Montclair a comprehensive major in business education was presented to the Curriculum Committee and the Administrative Council. After consideration of recommendations of these two bodies, and after further revisions based on these suggestions were made, the recommended business education curriculum was submitted to the State Department of Education for approval. Dr. Morrison returned it to the President without approval and in a subsequent conference with the President and the Dean brought out some of the reasons for non-approval. The consensus of all, except the members of the Business Education Department, was that the proposed curriculum was too heavy in business education and specialized professional education courses and did not allow enough flexibility for electives. It was then agreed to explore the possibility of setting up majors and minors in the three phases, (1) Accounting and Business Practice, (2) Secretarial Studies, and (3) Social Business, with the last named as a required minor for each of the other two majors.

In the meantime approval had been given for the admission of a freshman class in September, 1954, in business education for all three fields. In order to initiate plans for this incoming class, at least the first-year program has to be approved. It was recommended that the first year's work include subjects that could be applicable in any subsequent development of the major. This freshman year work was approved by the Commissioner under

SUMMARY REPORT OF THE SPECIAL COMMITTEES OF THE FACULTY APPOINTED TO CONSIDER RECOMMENDATIONS ON PATTERNS OF GENERAL EDUCATION AND BASIC PROFESSIONAL EDUCATION

This report is presented at this time as a progress report. The committees did not consider the time adequate to complete the study, but inasmuch as the Curriculum Commission has asked for a report on the present status of recommendations for sample entire curricula on the May 25 meeting, these recommendations are presented as the results of the committees' deliberations to date.

A sample total curriculum in English and also one in science are herewith presented to meet the request of the Curriculum Commission and to furnish a basis for comparison with curricula already submitted to the Commission by the other State Teachers Colleges. Few changes in the major requirements in either of these departments have been recommended so that these majors are about the same as currently described in our catalog.

A. A Proposed Curriculum for English Majors (and History Minors) Preparing to Teach in Secondary Schools

Summary of the General Pattern

Area	No. of Sem. Hrs. in Present Program	No. Suggested by Depts.	No. Rec'd. by Special Committees
General Education	40	74	44-46
Basic Professional Education	8	11	9
Specialized Professional Education	19	20	18
Major Subject	30	30	30
Minor Subject	12 & (6)	12 & (6)	12 & (6)
Electives, Free	19	-	15
Total	128	147	128 - 130

Physical education activities for four semesters required of all students - This is not recorded as academic credit at present. The committees have not made any recommendations other than the agreement to the principle that if credit is allowed, it be added to the total of 128.

Detailed List of Course Titles and Credits

I General Education	Now	Dept. Rec.	Com. Rec.
(Business and the Individual)	-	6	-
World Literature	6	6	6
(American Literature)	-	3	-
Fundamentals of Speech	3	3	3
Composition	3	3	2*
(Communications)	-	3	-

*Remedial work will be required of students below a certain standard before admission to this course. Also those who demonstrate desired standards of skill may be relieved of this requirement.

Civilization and Citizenship	6	6	6
Current Economic, Political, and Social Life	6	8	6
Art	1	8	2
Music	1	4	2
Foundations of Language	2	3	3
(Mythology)	-	2	-
Healthful Living	2	2	2
Social & Commercial Uses of Math.	2	3	2
(Educational Statistics)	2	-	-
Elem. of Statistical Reasoning	-	3	3
Earth Science	2	3	3
Biological or Physical Science	4	8	4 - 6
Sub Total	40	74	44 - 46

II Basic Professional

Personal Adj. & Mental Hygiene	2	2	-
Child Growth & Development	2	3	3
Psychology of Adolescence	2	3	3
Prin. & Philos. of Ed.	2	3	3
Sub Total	8	11	9

III Specialized Professional Education

Aims & Org. of Sec. Ed.	2	3	3
(Alternate title for inclusion in Basic Prof. Ed. would be "Aims & Organization of Public Education")			
Prin. & Tech. of Sec. Ed.	2	2	2
(With alternate title, can be counted as Basic)			
Student Teaching	10	10	10
Practicum	2	2	0
Methods of Teaching Major Subject (English)	3	3	3
Sub Total	19	20	18

IV Major Subject

The Language Arts	4	4	4
Drama from Miracle Plays to O'Neill	4	4	4
Poetry from Chaucer to Frost	4	4	4
British and American Fiction	4	4	4
Literature for Adolescents	2	2	2
Shakespeare's Major Plays	2	2	2
Survey of American Literature	4	4	4
Survey of British Literature	4	4	4
Departmental Elective	2	2	2
Sub Total	30	30	30

V Minor Subject (History for illustrative purposes)

Civilization & Citizenship	(6)	(6)	(6)
Note: This course is already counted in General Education. Hence with this combination of major-minor greater freedom of election is obtained.			
European History	4	4	4
American History	8	8	8
Sub Total	12 & (6)	12 & (6)	12 & (6)

VI	Free Electives	12	-	15
	Total	128	147	128 - 130

B. A Proposed Curriculum for the Preparation of Science Teachers for Secondary Schools

The work of General Education, Basic Professional Education, and Specialized Professional Education for this major is the same as for the previous illustration except substitutions for the science and mathematics to avoid duplication of coverage.

			Semester-hours
I	General Education		44 - 46
II	Basic Professional Education		9
III	Specialized Professional Education		18
IV	Major Subject - Science - Emphasis on Biology*		
	General Botany	8	
	General Zoology	8	
	Intro. to Field Biology	2	
	Gen. College Chemistry	8	
	Organic Chemistry	8	
	*Mammalian Anatomy & Histology	4	
	*Human Physiology	4	
	General College Physics	8	
	Advanced Electricity	4	
	Problems of Teaching Science	2	
	(This course can be appropriately allocated to the specialized professional education.)		
	Sub Total	56	56
	Mathematical Analysis & Statistics (8)		
	Note: This work is taken by science majors in lieu of the general education courses in biological or physical science and mathematics.		
V	Minor Subject (No minor subject)		
VI	Free Electives		1
	Total		128 - 130

*For emphasis on chemistry students may substitute Analytical Chemistry for these two courses. For emphasis on physics students may substitute 8 hours of advanced physics courses.

5/21/54 - F

date of May 5, 1954, as follows:

Introduction to Business	4 semester-hours
Typewriting I (or attainment of proficiency standard determined by test) No college credit is given for this work.	0 " "
Typewriting II	2 " "
Business Mathematics	2 " "

The Department of Business Education in collaboration with the Dean is now engaged in preparing what is hoped to be a final revision of the proposals.

The task still remains of adapting the revisions to any state-wide uniform general education pattern that may come out of the Curriculum Commission Study. This situation will be similar for all the other new curricula.

Fine Arts

The Art Departments of Montclair and Newark have collaborated on the study of recommendations for this curriculum. The first-year work for freshmen entering in September, 1954, has been approved as follows:

Design in Materials	5 semester-hours
Ceramics	4 " "

The work of the last three years will be developed out of further study by the Committee. A complete preliminary recommendation has been considered and approved by the Curriculum Committee, but the request was made that no approvals be given for complete curricula in these new majors until the state-wide revisions be studied further.

Industrial Arts

A limited program for the first year in industrial arts has been projected for the next year since there are no facilities at Montclair and since it is not convenient to transport students to the Newark College shops. Orientation and some introductory graphic arts that can be provided on the Montclair campus will be the only major work for freshmen in 1954-55. The remainder of their program will consist of the required work in general education.

Home Economics

The Committee consisting of the Dean and the Supervisors of Home Economics of the State Department of Education, and utilizing consultants

Annual report of the Dean of Jurisprudence 1973 – 1974, page 7

Dean of Jur: 74, 1973, as follows:

Introduction by Professor
Specialties 7 Jur: attainment of specialists
Academic discussion by Dean, in relation
models to place the city week.
Commencing 11
Students interviews

The Department of Business Economics in collaboration with the Dean is now engaged in preparing what is hoped to be a final revision of the programme.

The Dean shall resume at adopting the recommendations of the academic-consultative study. Such alterations will be available for all the social sciences departments.

The Law

The 1973 Jurisprudence of Specialist Jur Degree have subsequently or the study of recommendations for 1974 commencing. The Jurisprudence week for Division students in September, 1973, has been approved as follows:

Dean's in attendance
Seminars

The work of the Law Study Group will be considered and of further study by the committee. A discipline preliminary recommendation has been established and approved by the Jurisprudence Committee, and the committee has made that an arrangement be given for discipline available to those who select the elsewhere relevance to student training.

Industrial Law

A Student Company for the first year is substantial with the year initiated the two week-long study group has in Jurisprudence to consider all which it is not sufficient to arrangers students to the social course. Industrial and some knowledge problem arise that can be provided in industrial course with the only major work the Department is studying. The committee of study groups will consider the relatively year in general studies.

The Department

The Department consisting of the Dean and the Supervisors of Good Financial or the Trade Department of Commerce, and Affiliated Specialists

from Rutgers University and the U.S. Office of Education, has made the studies on which a tentative complete curriculum in home economics has been developed. As in the cases of the other new majors only the first year's work has been approved. The work of the freshman year will consist of the general education required courses and two courses in the home economics major as follows:

Introduction to Home Economics	3 semester-hours
The Child and the Family	3 semester-hours

These courses will not need facilities other than those we have available. All home economics freshmen will take the courses in general chemistry as the related science for this year. The first course in home economics will be exploratory and in the nature of orientation to the areas in home economics education. The second-semester course will be an introduction to child and family relationship. Both courses will include field observations.

A part-time instructor has been engaged to offer these courses next year and to give guidance to the majors in home economics. It is recommended that a head of department with the rank of Associate Professor or above be appointed during the second semester to take over the responsibility of developing program and facilities.

It has been agreed that no minors will be permitted in these three new fields.

Departmental Course Revisions

The following new courses will be offered or have been approved for offering:

French 420. French Culture for the Elementary School
Spanish 420. Spanish Culture for the Elementary School
Language 420. The Teaching of Foreign Languages in the Elementary School
Mathematics 401X. The Teaching of Mathematics in Secondary Schools
Music 460. Musical Studies in Europe
Science 419. Field Science and Conservation
Science 420. Water Supply and Conservation Problems
Social Studies 303. The Origins and Development of the American Economy
Social Studies 482. Conservation and Rural Economic Life
Social Studies 483. Modern Approaches to Social Problems
Social Studies 481. The West Indies
Social Studies 484. Gulf Coast and Lower Mississippi Valley

Revisions of existing courses have been made as follows:

Latin 101. The Masters of Prose Literature - revised title and description
Latin 102. The Masters of Poetic Literature - revised title and description
Latin 201. Roman Letter Writing - Revised title and description
Latin 202. Roman History and Biography - revised title and description
Latin 301. Roman Drama - revised title and description
Latin 302. Roman Satire - revised title and description
Latin 404. Medieval Latin - revised title
Music 208. Epochs in Musical Development, Part II - revised description
Music 401. The Teaching of Music in Secondary Schools - revised description
Music 406. Epochs in Musical Development, Part III - revised title and description
Music 424. A Survey of Wind Instrument Music - Course raised from 2 to 4 points
Social Studies 200A and 200B. Contemporary American Life - Reorganization of sophomore background courses in contemporary problems
Social Studies 494. Social Studies and Conservation - revised title
Social Studies 498. China and the Far East - revised description

The following courses have been deleted from the offerings:

English 458. Radio Directing
Spanish 407. The New World Before the Coming of the Spaniards
Music 418. The Music of Russia

Experiment on Integration of World Literature and Civilization and Citizenship Courses

Four years ago an experiment in direct integration in the instruction of a section of World Literature with a section in Civilization and Citizenship was initiated. The classes were scheduled for two consecutive periods, and the two instructors combined forces in the teaching of the two classes, one instructor from the English Department and one from the Social Studies Department. Both instructors were scheduled to be present at all six periods of class meetings, directing the discussion and work of the class when their particular contributions and resources seemed appropriate, supplementing the work of the other instructor when needed, and keeping informed on the content and materials of the other instructor's course.

The results seemed to be so favorable on the basis of a general report from the instructors that the experiment was extended to one additional section the following year, bringing two additional instructors into the program.

Since each instructor was obligated to spend six hours a week on

this assignment, a teaching load in excess of three hours, which would be credited under the usual arrangement of separate instruction, was claimed by the faculty members concerned. It was agreed to allow each instructor participating in the experiment five hours of teaching credit for the six clock hours spent in class. Thus, twelve hours of student semester-hour credit cost twenty hours of instructional time. It was pointed out in last year's annual report that this is too costly a program. It has been decided to discontinue this arrangement next year largely because the extra staff time is needed for the extra freshman sections of English and social studies that will be necessary for the increase in freshman enrollment. The experiment was made possible only because of the lower enrollments in the years, 1950 - 1953. At the present time a member of the English Department staff is engaged in writing up a report of the experiment and an evaluation of the results.

PART II. OTHER ACTIVITIES

Undergraduate Catalog

The biennial revision of the undergraduate catalog has been an activity which has been spread over the entire year. A new cover featuring a design by the Art Department, inclusion of material on the building program and the new major offerings, a greater number of pictures, and the general revisions of courses as noted under the section of this report on Curriculum Study, are particularly emphasized in the new catalog. The policy of giving each publication a volume designation and number has been instituted in this issue. The catalog issue of the bulletin for 1954-56 will be designated as Volume 47, Number 1.

Assemblies and Special Conferences

This past year the 10:30, a.m., period on Tuesdays was set aside for assemblies in the hope that less instructional time would be lost by not requiring classes to be cancelled in order to provide an assembly period. This provided a solution for the loss in actual class time since it was possible to schedule all classes and still have this period open, but the spotted success of the assembly programs did not seem to warrant the preempting of this period. A varied program was planned including entertainment programs, class activities, advisory group meetings, lectures, and student organization meetings. Attendance varied from a mere handful at one of the lectures to an overflowing audience at several of the entertainment features. There is no doubt about the fact that student-produced entertainment is the most popular type of program.

The basic objectives of the assembly program must be educational, which, of course, will include morale building. The entertainment programs, thus, have their place, but there must also be some presentation of personalities and ideas of a solid professional implication. This balance between the light programs and the scholarly intellectual program we shall

seek to maintain. A smaller number of the latter with more prominent individuals, and better leadership on the part of the faculty in support of such programs, is planned for next year.

The list of programs for the year follows:

Assembly Programs - 1953-1954

Sept. 22	Opening Assembly - Dr. Partridge presented a progress report on the building program and the Life Hall Campaign.
Sept. 29	Advisory Group Meetings
Oct. 6	Freshman Assembly - Conducted by the SGA to acquaint all freshmen with the activities program of the College
Oct. 13	Faculty Institute - No classes
Oct. 20	General Assembly for all Men in the College - Discussion of Selective Service Regulations
Oct. 27	New Jersey Gubernatorial Campaign Assembly - Conducted by Soc. St. 402A classes
Nov. 3	Departmental Meetings
Nov. 10	General Assembly in Observance of National Education Week - Theme, "Education Is Your Responsibility"
Nov. 17	Assembly for Seniors - Address by Mrs. Bieler, field representative of the National Congress of Parents and Teachers, on the work of PTA organizations
Nov. 24	Band Concert
Dec. 1	Open
Dec. 8	Pre-Christmas Program - College Chorus and Ensemble Groups
Dec. 15	Traditional Christmas Program - College A Cappella Choir and Orchestra
Jan. 5	Wrestling demonstration by Mr. James Pettegrove of our Faculty and Mr. David Pavlin of Springfield Regional High School - Program arranged by La Campana board
Jan. 12	Men in Music Program which was cancelled because of snow storm
Jan. 19	Jewish Chautauqua Program - Rabbi Aaron H. Lefkowitz of Temple Beth Miriam, Elberon, N.J., spoke on "The Literature of the Old Testament."

Jan. 26	Presentation of Athletic Awards
Feb. 2	Registration - No assembly
Feb. 9	Open
Feb. 16	Advisory Group Meetings
Feb. 23	National Brotherhood Week - Address by Dr. Leonard Covello on "The School as a Force in the Community"
March 2	Open - Sophomore Tests
March 9	Phi Lambda Pi Talent Show
March 16	Modern Dance Assembly - Program by Jean Erdman and Company
March 23	Program by Citizenship Committee outlining the work of the Citizenship Committee
March 30	Mr. K. Kennedy Carpenter, Jr., of Butler High School, presented a lecture on atomic energy.
April 6	Report and Rally for the War Memorial Fund Drive
April 13	Program of Easter Music by the College Orchestra and Dance Program by the Modern Dance Club
April 27	Presentation of Candidates for the 1954-55 SGA Board
May 4	Trenton Exchange Assembly - Program by Men's Chorus
May 11	Dr. Karlis Leyasmeyer spoke on "Communism, The Present Predicament and The Solution." This program was arranged by the Intervarsity Christian Fellowship.
May 18	Band Concert
May 25	Language Department Program on the Work of the Department
June 1	Awards' Assembly plus a short musical skit by the Opera Workshop
June 8	Senior Assembly

Special group visits are the basis for very good public relations and recruitment outcomes. Some of these groups come year after year under the same leadership but, of course, different persons in the groups. The following list may be specially noted for last year since definite programs were set up for their visits.

Special Group Visits - 1953-1954

1. Thursday, November 19, 1953, 10:00, a.m., - 2:30, p.m.
   Dover High School FTA Club - 20 students

2. Wednesday, March 3, 1954, 1:30, p.m., - 3:30, p.m.
   East Rutherford High School FTA Club - 20 students

3. Wednesday, March 10, 1954, 9:30, a.m., - 2:30, p.m.
   Morris Hill Regional High School FTA Club - 56 students

4. Wednesday, March 17, 1954, 9:30, a.m., - 2:30, p.m.
   North Arlington High School FTA Club - 30 students

5. Monday, March 22, 1954, 8:40, a.m., - 3:00, p.m.
   Dr. Stratemeyer's group from Teachers College, Columbia University - 30 students

6. Wednesday, April 7, 1954, 10:30, a.m., - 2:30, p.m.
   Long Branch High School FTA Club - 15 students

7. Wednesday, May 6, 1954, 10:30, a.m., - 2:30, p.m.
   Ridgewood High School FTA Club - 5 students

The Office of the Dean also entertains many individual and informal small groups of visitors including some from foreign countries. More adequate office facilities would improve the public relations aspect of these activities.

Graduate Policies

The Office of the Dean has many direct and indirect responsibilities in the administration and development of Graduate Division policies. While routine matters of matriculation, advice, and evaluation are processed in the Graduate Committee Office and through the Office of the Assistant in Graduate Personnel, matters of interpretation of policy, rulings on exceptional cases, and organization of the Part-Time and Extension and Summer Session programs are the responsibility of the Dean. This division of responsibility has worked out very smoothly since the Dean is also a member of the Graduate Committee and, thus, keeps in close contact with the work of the Graduate Committee.

The Graduate Program seems to be developing along lines of progress consistent with the limitations of financial support. Small classes and the discontinuation of offerings with very small enrollments are still major problems in some departments. The development of the so-called "third major" in Integration should be expedited. Continued study of a sounder financing of the graduate program should be pursued. We should bring our entire

GENERAL SURVEY TASKS - CONTINUED

5. Gleason, Frederic H., 1961, Fungi, mimeo. - 1962, pp. [illegible] issued for class - 39 pages.

6. Gleason, Frederic H., 1961, Algae, mimeo. - 1962, pp. [illegible] issued for class - 26 pages.

7. Gleason, Frederic H., 1961, Protozoa, mimeo. - 1962, pp. [illegible] issued for class - 20 pages.

8. Gleason, Frederic H., 1961, Lichens, mimeo. - 1962, pp. [illegible] issued for class - 30 pages.

9. Gleason, Frederic H., 1961, Plant Ecology, mimeo. - 1962, pp. [illegible] issued for class - 30 pages.

10. Gleason, Frederic H., 1961, Bryophytes, mimeo. - 1962, pp. [illegible] issued for class - 30 pages.

11. Gleason, Frederic H., 1961, Fungi, mimeo. - 1962, pp. [illegible] issued for class - 5 pages.

The outline of the field work activities may indicate that individual work groups or the four investigations were then working separately. Some separate action participation would increase the initial reluctance expressed at those activities.

PROBLEMS INVOLVED

The nature of the task has been such that it has been necessary to be the initial investigation and development of problems involving activities, while problem solving of experimental nature, methods, and evaluation are considered in the complete operation and change of action of the activities in problems involved, evidence of interpretation of results, methods or experimental design and application of the activities and technique and [illegible] [illegible] the responsibility of the team. This distribution of responsibility for [illegible] work may possibly place the team in size a basis of the [illegible] [illegible], but then, keeps in close contact with the work of the [illegible] [illegible].

The indicate results cause to be considered also based of [illegible] evaluation, also the distribution of [illegible] effects. Still [illegible] the distribution of activities of [illegible] small [illegible] [illegible] problems in [illegible]. The [illegible] of the [illegible] - [illegible] [illegible] in [illegible] should be [illegible]. [illegible] of a [illegible] [illegible] of the problem [illegible] should [illegible] [illegible]. [illegible] [illegible] [illegible]

graduate program up to the standards (quantitative) of graduate faculty load, full-time graduate faculty personnel, research facilities, library additions, etc., if funds are made available for these items by direct appropriation rather than to continue expansion attempts on the basis of present financing.

County conferences have been held with county superintendents and school administrators on the part the College can take in the Commissioner's up-grading program. The new method of financing the extension courses should give us greater freedom in setting up such courses in areas where the need is definitely shown. While the projected offerings at this time do not exceed in number those organized last year, it is likely that the demand will increase as the pressure for up-grading of teachers in service continues.

Faculty Improvement

Continued encouragement is given to (1) faculty attendance at institutes, conventions, conferences; (2) participation in workshops, panels, demonstrations; (3) writing and research; (4) leadership in community activities; (5) leadership in professional organizations; and (6) graduate study towards advanced degrees. In all of these activities the faculty members continue to stand high. Three new doctorates have been reported this year, and other staff members are making progress on dissertations. The educational incentive increment of $200.00 over and above the basic scale which may be given to those who possess the degree next above the minimum required for the rank should be of some effect in promoting interest in completion of requirements for advanced degrees.

Committee Organization

Again this year the committee work has been geared largely to two special tasks, (1) the building program, and (2) the curriculum revision study. All of the faculty members have been drawn into the committee work of curriculum study, and the majority have worked on various committees for planning the buildings under the bond-issue building program. A few standing committees continue to function. The most active committees for the year have been the Committee on Committees, the Committee on Assembly Programs, the Citizenship Education Committee, the Curriculum Committee, the Committee on Graduate Work, and the Men's Athletic Council. Other committees have had no meetings reported. Again next year the Committee on Committees will review the committee organization and plan new committees to meet needs as they are predicted or as special need arises. It is likely that the year will be taken up with the completion of the curriculum revision program and that time will be needed for many committee meetings of the various special committees for this purpose. A list of standing committees for the year is attached as part of this report.

ORGANIZATION OF FACULTY COMMITTEES
1953 - 1954

COMMITTEE ON COMMITTEES
Dr. Huber, Chairman
Dr. Ingebritsen
Dr. Mallory

COMMITTEE ON ASSEMBLY PROGRAMS

Dr. Huber, Chairman
Mr. Ballare
Dr. Fincher
Dr. McEachern
Dr. K. O. Smith
Plus students

COMMITTEE ON CITIZENSHIP EDUCATION

Dr. Clayton, Chairman
Mrs. Corso
Mr. E. C. Davis
Miss Dix
Dr. Fincher
Dr. Fraser
Miss Stewart
Dr. Huber
Mr. Kops
Dr. Mallory
Dr. Moffatt
Dr. Partridge
Miss Pennington
Dr. Reed
Dr. Van Derveer

COMMITTEE ON STUDENT PERSONNEL

Mr. E. C. Davis, Chairman
Miss House
Dr. Ingebritsen
Dr. Lutz
Mr. Neuner
Miss Sherwin
Dr. Wurts

COMMITTEE ON TELEVISION IN EDUCATION

Mr. Conrad, Chairman
Miss Fantone
Dr. Partridge
Miss Sherwin
Mr. Present
Mr. Sheppard
Miss Osgood
Miss Foster
Dr. Hadley
Mrs. Knecht
Mr. Fox
Dr. Huber
Mr. Bye
Mr. Kops
Dr. Reed
Mr. Sheft
Dr. Lutz
Mr. Cohen
Miss Dix
Mr. Kahn

COMMITTEE ON CURRICULUM
Dr. Huber, Chairman
Dr. Atkinson
Dr. Clayton
Mr. Conrad
Dr. Fulcomer
Dr. Mallory
Dr. Reed
Dr. W. S. Smith
Dr. Hadley

COMMITTEE ON GRADUATE WORK

Dr. Ingebritsen, Chairman
Dr. Davis
Miss Favor
Mr. Hamilton
Dr. Huber
Dr. Partridge
Dr. Reed
Dr. Rellahan
Mr. Sheppard or Dr. Van Derveer
Dr. Sperle

COMMITTEE ON FOREIGN STUDENT EXCHANGE PROGRAM

Dr. Huber, Chairman
Mr. Pettegrove
Dr. Fincher
Mrs. Cressey
Miss Escoriaza
Dr. Fraser

COMMITTEE ON SCHOLARSHIPS

Mr. E. C. Davis, Chairman
Dr. Huber
Mr. Morehead
Dr. Partridge
Miss Sherwin
Mr. Siegel
Plus head of department for major of candidate to be considered

COMMITTEE ON FOOD SERVICE

Dr. Wurts, Chairman
Miss Foster
Miss Pritchard
Plus one student

COMMITTEE ON CIVILIAN DEFENSE AND SAFETY

Mr. E. C. Davis, Chairman
Mr. DeRosa
Dr. Huber
Dr. Milstead
Dr. Reed
Miss Sherwin
Dr. Wurts

COMMITTEE FOR BUILDING PLANS

Members of the Administrative Council
Mr. Morehead, Executive Secretary of the Committee

MEN'S ATHLETIC COUNCIL

Mr. DeRosa, Chairman
Mr. Clifford
Dr. Milstead
(Mr. Schmidt - on leave)
(Mr. Coder - on leave)

COMMITTEE ON ADULT EDUCATION

(Discontinued)

COMMITTEE ON TEACHING AIDS

(Discontinued)

COMMITTEE ON PUBLIC SCHOOL RELATIONS

(Discontinued)

Elementary Education

On May 14, 1954, the State Board of Education rescinded its resolution of December 1, 1950, in which students majoring in English, history, social studies, mathematics, and science were required to complete the minimum credits for the limited certificate for grades three through eight. This action is effective for all freshmen entering in September, 1953, that is the rising sophomore class, with the further requirement that all students graduating before September 1, 1956, hence, all regular juniors and seniors of next year, must complete the minimum requirements for the provisional elementary certificate. This latter requires a minimum of six hours in elementary education as part of or in addition to the regular work for the Bachelor's degree, which will be met by the course in Child Growth and Development - 2 semester-hours, and the elementary education phase of student teaching - 4 semester-hours. However, in order to prepare students adequately for the elementary education experience, the Administrative Council agreed that the requirement of the two courses (1) Elementary School Curriculum, and (2) Elementary School Language Arts, should be continued as prerequisites to the assignment to this experience.

This State Board action was predicated on two assumptions, namely, (1) "There is now developing a shortage in the number of high school teachers needed," and (2) "This shortage is likely to become more acute during the next few years."

Except for those majors covering experiences at all grade levels, music, fine arts, etc., we should study a revision of the student teaching experience with a reversion perhaps to the previous plan of assignment of the entire experience in the secondary schools or at least only such experiences in the elementary school as will make the greatest contribution to the understanding of the junior and senior high school pupil. For the next two years at least we will continue to offer some courses in the elementary field as electives for those who wish to qualify for this field in addition to the secondary certification. This work should probably gradually be transferred to summer sessions as staff time in the regular sessions becomes less available. The Administrative Council should develop a long-range plan covering the next three years for this gradual transition.

Meetings and Conferences Attended

1953

July 8	Curriculum Commission - Trenton, N.J.
July 9	N.J. College for Women - Home Economics Curriculum Conference
August 10	Curriculum Commission - Trenton, N.J.
Sept. 16	Conference with Administrative Officers of the Fair Lawn Schools - In Service Education
Sept. 29	Curriculum Commission - Trenton, N.J.
Oct. 8	Council of State Employees - Dinner Meeting, Newark

Elementary Education

On May 21, 1954, the Board of Education recognized the activities of December 3, 1954, in which elementary schools in Berkeley, Social studies, arithmetic, and science were included in the elementary education program for the limited specialists for grades three through eight. This action is effective for all teachers entering elementary (1953) that is the first year experience class, all the teacher requirement that all students graduating before September 1, 1954, should, of course, include reading and science of each year, and requires the students requirements for the provisional elementary credentials. This having required a minimum of 72 units in elementary education as part of or in addition to the regular work for the bachelor's degree, which will be met by the course in child growth and development - 3 semester-hours, and the elementary education phase of student teaching - 3 semester-hours, and the course, in order to improve students especially for the elementary education experiences, the administration should expect that the requirement of the two courses (1) Elementary school curriculum, and (2) Elementary school language arts, should be considered as prerequisites to the enrollment in such experiences.

This whole issue raises new problems in the curriculum, namely, (1) there is now developing a shortage in the number of high school teaching credentials, and (2) what knowledge is likely to become more valuable during the next ten years.

Except for those subjects requiring experiences in all grade levels, that are, etc., we should study a revision of the student teaching experience with a presented program in the previous view of assignment of the entire experiences in the secondary schools or at least only some experiences in the elementary schools is will take the greatest materialized in the redevelopment of the teacher and another high school pupil. For the last two years it seem as will continue to rather slow course in the elementary field as elections for those who plan to qualify for this field to attribute to the secondary certification. This look should consider probably be transferred to elector students or start time in the regular sections between lower periods. The administration should develop a long-range plan covering the next three years for this problem specifically.

Statistics and Performance Criteria

1953

July 2	Orientation conference - Training, S.C.
July 2	Ind. College for teens - Home Economics (workshop)
August 12	Curriculum Committee - Training, S.C.
Sept. 16	Conference with Intermediate Officers of the Four Year Schools - In service Education
Sept. 21	Curriculum Committee - Training, S.C.
Oct. 8	Council of Fine Colleges - Theater Department, Studio

Oct. 9	New York City China Community Dinner
Oct. 12-13	N.J. State Teachers College Faculty Association Conference - Trenton
Oct. 23	Curriculum Commission - Newark
Oct. 27	Dean's Meeting - Trenton
Nov. 11	Armistice Day Convocation - Panzer College - Speaker
Nov. 12-14	N.J.E.A. Convention Meetings - Atlantic City
Nov. 18	Advisory Council and Curriculum Commission Meeting - Trenton
Nov. 19	Member of State Fulbright Scholarship Selection Committee - Meeting, Trenton
Nov. 27-28	Middle States Association Convention - Atlantic City
Dec. 3	Conference on Teacher Education and Certification - Trenton
Dec. 11	State-Wide General Education Committee - Liaison Member - Newark

1954

Jan. 7	Industrial Arts Curriculum Committee - Newark
Jan. 8	General Education Committee - Trenton
Jan. 11	N.J.S.T.C. President's Meeting, Representing Dr. Partridge - Trenton
Jan. 13	Dean's Meeting - Trenton
Jan. 16	State Regional FTA Conference - Montclair
Jan. 27	Curriculum Commission - Trenton
Feb. 4	General Education Committee - Trenton
Feb. 10	Conference on Home Economics Curriculum with State Education Department Supervisors - Trenton
March 14-17	Member of Committee for the Evaluation of Colgate University for the Middle States Association Commission on Institutions of Higher Education
March 18	Curriculum Commission - Trenton
March 20	Chairman of Panel - Leadership Conference of N.J.E.A. - Trenton
March 23	Address - Temple Beth Israel - West Hempstead, Long Island
March 25	Interstate Conference on Teacher Education - Columbia University
April 7	Advisory Council - Curriculum Commission - Trenton
April 9	State-Wide General Education Committee - Newark
May 5-6	Conference on Citizenship Education Project, Passaic
May 7	State General Education Committee - Trenton
	State Teachers College Faculty Association - Trenton
May 12	State Liaison Committee
	S.T.C. President's Meeting - Representing Dr. Partridge - Trenton
May 13	N.J. College for Women, Home Economics Curriculum Conference
May 20	Intervisitation Project - Articulation of H.S. & College Committee - Princeton
May 25	Dean's Meeting - Trenton
June 14-16	Work Conference on Teacher Education - Columbia University
June 22	Bergen County Education Association Conference - In Service Education Program - Hackensack
April 27	Apgar Lecture by Commissioner Raubinger - Rutgers University
Feb. 28	Robert Treat Council, B.S. of D.; Address at opening of Boy Scout University

Conclusion

Altogether the year has been filled with significant developments for the future of the institution. Selective admission and continuous selection during the four-year program for students will be more extensive and more effective as the number of applicants for admission increases as is expected in the next few years. We should be cautious about over-expansion. The quality of the product should continue to be our basic objective. A devoted staff working with adequate facilities for a student body carefully selected for intellectual and professional competence will be the means of attainment of this objective.

Respectfully submitted,

C.M. Huber
Dean of Instruction

CMH:mmf

August 10, 1954

New Jersey State Teachers College at Montclair

Office of the Registrar

Report to the President
Academic Year
1953 - 1954

51

ANNUAL REPORT OF THE REGISTRAR

1953-54

UNDERGRADUATES

Trends and developments

The total gross enrollment of the undergraduate division for the year, 1953-54, represented 20 counties of the State and included 3 out-of-state residents:

Table I

ANALYSIS OF ENROLLMENT

Year, 1953-54

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	6	3	9	
Bergen	58	82	140	14.07
Burlington	1	2	3	
Camden	2	-	2	
Cape May	-	-	-	
Cumberland	1	8	9	
Essex	137	219	356	35.78
Gloucester	-	1	1	
Hudson	57	69	126	12.67
Hunterdon	1	1	2	
Mercer	-	1	1	
Middlesex	4	14	18	1.81
Monmouth	9	17	26	2.61
Morris	27	18	45	4.52
Ocean	4	9	13	
Passaic	51	93	144	14.47
Salem	-	2	2	
Somerset	1	-	1	
Sussex	5	2	7	
Union	25	57	82	8.24
Warren	3	2	5	
Out-of-State	-	3	3	
Total	392	603	995	

Distribution by counties, Fall, 1953, represented 20 counties of the State and included 3 out-of-state residents:

Table II

ANALYSIS OF ENROLLMENT

FALL, 1953

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	6	3	9	
Bergen	57	81	138	14.10
Burlington	1	2	3	
Camden	2	-	2	
Cape May	-	-	-	
Cumberland	1	8	9	
Essex	133	217	350	35.75
Gloucester	-	1	1	
Hudson	55	69	124	12.67
Hunterdon	1	1	2	
Mercer	-	1	1	
Middlesex	4	14	18	1.84
Monmouth	8	17	25	2.55
Morris	26	18	44	4.49
Ocean	4	9	13	
Passaic	47	93	140	14.30
Salem	-	2	2	
Somerset	1	-	1	
Sussex	5	2	7	
Union	25	57	82	8.38
Warren	3	2	5	
Out-of-State	-	3	3	
Total	379	600	979	

Distribution by counties, Spring, 1954, represented 20 counties of the State and included 3 out-of-state residents:

Table III

ANALYSIS OF ENROLLMENT

SPRING, 1954

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	3	8	
Bergen	58	78	136	14.51
Burlington	1	2	3	
Camden	2	-	2	
Cape May	-	-	-	
Cumberland	1	8	9	
Essex	112	212	324	34.58
Gloucester	-	1	1	
Hudson	55	67	122	13.02
Hunterdon	1	1	2	
Mercer	-	1	1	
Middlesex	4	14	18	1.92
Monmouth	9	17	26	2.78
Morris	23	18	41	4.38
Ocean	4	9	13	
Passaic	45	90	135	14.41
Salem	-	2	2	
Somerset	1	-	1	
Sussex	5	2	7	
Union	22	56	78	8.32
Warren	3	2	5	
Out-of-State	-	3	3	
Total	351	586	937	

The distribution of enrollments by departments for the gross enrollment, for the Fall, 1953, and for the Spring, 1954, are shown in Tables IV, V, and VI, which follow:

Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1953-54
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus.Ed.	6	39	5	40	6	22	1	32	18	83	-	50	151
English	3	79	2	50	2	43	-	38	7	26	-	184	217
French	-	16	-	11	-	7	-	3	-	8	-	29	37
Latin	-	-	-	-	-	5	-	3	-	1	-	7	8
Spanish	-	19	-	13	2	11	-	11	2	10	-	44	56
Math.	3	26	1	25	1	18	-	29	5	26	-	72	103
Music	2	24	-	12	-	6	1	13	3	29	-	26	58
Science	3	27	2	18	1	16	-	26	6	41	-	46	93
Soc. St.	4	76	5	64	-	46	2	43	11	106	-	123	240
Speech	-	8	-	7	-	9	-	8	-	10	-	22	32
Total	21	314	15	240	12	183	4	206	52	340	-	603	995

Table V

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Fall, 1953
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College: First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus. Ed.	6	39	5	39	4	21	-	32	15	82	-	49	146
English	3	79	2	50	2	42	-	38	7	26	-	183	216
French	-	16	-	10	-	7	-	3	-	8	-	28	36
Latin	-	-	-	-	-	5	-	3	-	1	-	7	8
Spanish	-	19	-	13	-	10	-	11	-	9	-	44	53
Math.	3	26	-	25	-	18	-	29	3	26	-	72	101
Music	1	24	-	12	-	6	-	13	1	29	-	26	56
Science	3	27	2	18	1	16	-	26	6	41	-	46	93
Soc.St.	4	75	5	63	-	46	2	43	11	104	-	123	238
Speech	-	8	-	7	-	9	-	8	-	10	-	22	32
Total	20	313	14	237	7	180	2	206	43	336	-	600	979

The distribution of unemployed by industrial and occupational groups for the years 1931, and for the months April, 1932, are shown in Tables 37, 38, and 39 respectively.

Table 37

Industry of unemployed
Manchester Statistics, Under Unemployment Insurance
Distribution by industrial and occupation

Industrial Classification for Insurance Purposes	Men			Women			Boys			Girls			Total		
	Under 18	18 & over	Total	Under 18	18 & over	Total	Under 18	18 & over	Total	Under 18	18 & over	Total	Under 18	18 & over	Total
Gen. Ind.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Textile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Transp.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Leath.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Clothing	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Build.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Furn.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Food	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gen. Ind.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Drink	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	20	3,143	3,163	11	3,217	3,228	1	1,087	1,088	4	1,084	1,088	36	8,531	8,567

Table 38

Industry of unemployed
Manchester Statistics, April, 1932
Distribution by industrial and occupation

Industrial Classification for Insurance Purposes	Men			Women			Boys			Girls			Total		
	Under 18	18 & over	Total	Under 18	18 & over	Total	Under 18	18 & over	Total	Under 18	18 & over	Total	Under 18	18 & over	Total
Gen. Ind.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Textile	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Transp.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Leath.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Clothing	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Build.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Furn.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Food	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gen. Ind.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Drink	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total	20	3,143	3,163	11	3,217	3,228	1	1,087	1,088	4	1,084	1,088	36	8,531	8,567

Table VI

ANALYSIS OF ENROLLMENT
Undergraduate Division, Spring, 1954
Distribution by Departments and Classes

Curricula For Secondary Teachers	Year in College: First Vet.	First N.V.	Second Vet.	Second N.V.	Third Vet.	Third N.V.	Fourth Vet.	Fourth N.V.	Men Vet.	Men N.V.	Women Vet.	Women N.V.	Total
Bus. Ed.	2	31	4	40	6	21	2	30	14	71	-	51	136
English	3	67	-	41	2	50	-	42	5	24	-	176	205
French	-	11	-	9	-	9	-	4	-	8	-	25	33
Latin	-	1	-	1	-	4	-	4	-	1	-	9	10
Spanish	-	16	-	10	2	10	-	11	2	8	-	39	49
Math.	3	23	1	22	1	18	-	31	5	24	-	70	99
Music	3	14	-	15	-	2	1	14	4	20	-	25	49
Science	3	22	2	17	-	13	1	28	6	37	-	43	86
Soc.St.	4	70	2	49	2	59	2	47	10	102	-	123	235
Speech	-	8	-	8	-	10	-	9	-	10	-	25	35
Total	18	263	9	212	13	196	6	220	46	305	-	586	937

ADVANCED STANDING

Advanced standing students admitted during 1953-54 totaled 57. The distribution by class was:

Freshmen	15
Sophomore	22
Junior	14
Senior	6
Total	57

Distribution by department was:

Business Education	13
English	12
French	1
Spanish	4
Mathematics	3
Music	6
Science	2
Social Studies	15
Speech	1
Total	57

Of the 57 students admitted with advanced standing, 30 were former Montclair State Teachers College students who returned to complete their teacher training.

TABLE 37

MINISTRY OF LABOUR
Unemployment Insurance, Spring, 1966
Distribution by Occupation and Claims

Occupation for Unemployed Workers	Claims by Occupation																							
	Farm		Fish.		Lumber		Logging		Mining		Food		Clothing		Metal		Chem.		Textile		Other		Total	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
Gen. Occ.	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Engineers	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-
Chemists	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Artists	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Doctors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clergymen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gen. Lab.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	12	383	4	224	34	124	4	920	12	20	4	1	12	20	4	1	-	-	1	-	1	-	1	1

ADDITIONAL STUDIES

Additional studies showing occupations of claimants during 1965-66 between 27. The follow-ing information for other men:

Students	32
Teachers	-
Nurses	-
Doctors	-
Clergymen	-
Total	27

Classification by occupational group:

Business Executive	1
Clerical	-
Sales	-
Service	-
Transportation	-
Farmers	-
Miners	-
Loggers	-
Skilled Craftsmen	25
Labourers	-
Total	27

Of the 27 students mentioned, one attended Simon Fraser University, 24 were Trades Training, Vocational Training Centre, Technical Institute and Vocational Schools, three were Trades Training Centre students.

56

FRESHMEN

505 candidates for admission to the Freshman Class took the entrance examination during 1953-54 as compared to 435 for the previous year. Of the total number, 452 were accepted for admission in September, 1954. There were 6 who passed the tests but were not accepted because of speech difficulties, crowded major fields or high school recommendations. 38 candidates failed the examination and were rejected. Entrance examinations were held at the College March 8 and June 7, 1954. Other examinations were held May 10 at the Newark State Teachers College, and July 12 at Paterson State Teachers College, and August 27 at Jersey City State Teachers College; the last examination was for newly released Korean veterans only. 426 took them at this College and 79 took them at the other colleges for entrance here.

Table VII

Candidates taking Entrance Examinations by Departments

	Total Taking	Accepted	Passed-Not Accepted	Failed
Business Education	69	61		8
English	83	79		4
Fine Arts	26	24		2
Home Economics	19	17		2
Industrial Arts	35	28		7
French	16	14	2 *	
Spanish	11	11		
Mathematics	48	44	2	2
Music	35	31		4
Science	36	34		2
Social Studies	116	106	2	8
Speech	11	11		
Total	505	460 **	6	39

*/Withdrew after the examination but before the letters of acceptance were sent.

There were a total of approximately 728 freshmen applications filed. Some were not completed and others failed to attend or withdrew before the entrance examination.

** There was 1 student who took the exam at another State Teachers College and later transferred to this College. This was not included in the figure shown above.

Freshmen

505 qualifications for admission to the Freshman Class; each for scholarship examination during 1953-54 as compared to 524 for the previous year. Of the total number, 182 were accepted for scholarship examination, 1954. There were 3 who passed the tests but were not accepted because of excess of qualifications, crowded conditions or lack of school accommodations. 36 candidates failed the examination and were rejected. Entrance examinations were held at the College Hall 8 and June 7, 1954. Other examinations were held May 20 at the Kenyon Street Teachers College and July 12 at Paterson State Teachers College, and August 17 at Jersey City State Teachers College; the last examination was for newly returned Korean veterans only. 182 took the tests at this College and 17 took them at the above colleges for entrance here.

Table VII

Qualifications Lists, Entrance Examinations by Departments

	Total Tested	Passed	Passed-Not Accepted	Failed
Business Education	49	44		5
English	65	57		8
Fine Arts	45	38		7
Home Economics	19	17		2
Industrial Arts	35	28		7
French	15	14	1 *	
Spanish	12	12		
Mathematics	41	34	2	5
Music	31	31		
Science	36	35		1
Social Studies	114	105	2	7
Speech	11	11		0
Total	505	466	6	39

*Withdrew after the examination but before the letters of acceptance were sent.

There were a total of approximately 200 freshmen applications filed. Some were not completed and others failed to attend or withdrew before the entrance examinations.

As there was 1 student who took the exam as another state Teachers College and later transferred to this College. This was not included in the figures shown above.

Table VIII

STATUS OF STUDENT MEMBERSHIP
End of Fall and Spring Semesters, 1953-54

	Fall, 1953			Spring, 1954		
	Men	Women	Total	Men	Women	Total
Total Semester Registration	379	600	979	351	586	937 *
Number of Withdrawals during Semester	28	15	43	8	18	26
Number of Dismissals during Semester	4	-	4	12	22	34
Number of Graduates during Semester	-	-	-	97	104	201
Number enrolled at end of Semester	347	585	932	234	442	676

* 3 Seniors completed requirements at end of Fall Semester and, therefore, did not enroll in the Spring. Formal Conferment of the degree was June 10, 1954. In addition 2 Spanish majors were awarded 1-year scholarships to study in Mexico.

Reasons for Withdrawals:

Lack of Funds	5	2	7	1		1
Health	1	1	2		1	1
Transfer	3	1	4	2	10	12
Marriage					2	2
Family Reasons	2	2	4	1	1	2
Not Interested in Teaching	7	5	12		1	1
Moved from State	1	1	2	1	1	2
U. S. Service	7		7	3		3
Employment	2	3	5		2	2
Death	-	-	-	-	-	-
None given (includes Failed to Register)	-	-	-	-	-	-

Reasons for Dismissals:

Discipline	-	-	-	1	-	1
Low Scholarship	4	-	4	11	22	33
Poor Health	-	-	-	-	-	-

Summer Session

There was no undergraduate summer session for the Summer of 1953. A few courses (mainly elementary or Senior) were available for undergraduate students. A total of 60 undergraduates enrolled. These were covered in Miss Favor's report.

Table 7.1.1

Years of college completed
Sex of full and part-time undergraduate students

	Fall, 1979			Spring, 1980		
	Men	Women	Total	Men	Women	Total
Total Canadian undergraduates	177	209	386	171	206	377
Number of undergraduates during first year	50	45	95	47	42	89
Number of undergraduates during second year	4	4	8	3	3	6
Number of undergraduates during third year	-	-	-	1	1	2
Number undergraduates at end of semester	124	160	284	120	160	280

* A student enrolled in the course. Student involvement in the course or the degree or scholarship is only in doubt.

Reasons for withdrawing

	Fall			Spring		
Lack of grade	-	-	-	1	-	1
Marriage	-	-	-	-	-	-
Transfer	-	-	-	1	-	1
Service	-	-	-	1	1	2
Family reasons	-	-	-	-	-	-
Not interested in studies	-	-	-	-	-	-
Bored from study	-	-	-	-	-	-
E. g. service	-	-	-	-	-	-
Employment	-	-	-	-	-	-
Health	-	-	-	-	-	-
Other (from students taking up scholarship)	-	-	-	-	-	-

Reasons for transferring

Accreditation	-	-	-	-	-	-
Low scholarship	1	-	1	1	-	1
Other reasons	-	-	-	-	1	1

Summer training

There was no undergraduate summer training in the summer of 1979. 1 (or 2 percent (having attended) or summer) were involved in the undergraduate training. 2 total of 10 undergraduates involved. These were spread in 2(1) (see 1) rounds.

TRENDS IN ENROLLMENT

FRESHMAN: Freshman enrollment 1953-54 was as follows:

September, 1953 -	115	men
	218	women
	333	

Of this total, 98 men and 206 women were entering college for the first time. The balance were advanced freshmen. There was no entering freshman class in January, 1954.

SUMMER SESSION: The percentage of yearly enrollment of undergraduates in attendance during summer session has been as follows:

1944 - 37%
1945 - 29.9%
1946 - 37.2%
1947 — 30%
1948 - 35%
1949 - 25%
1950 - 10%
1951 - 7%
1952 - 6%
1953 - 6%

STUDENT PERSONNEL: Breakdown by men and women for the regular sessions:

Table IX

	Men		Women		Total	
	Sept.	Feb.	Sept.	Feb.	Sept.	Feb.
1943-44	57	49	504	512	561	561
1944-45	65	66	608	597	673	663
1945-46	82	197	661	664	743	861
1946-47	450	555	673	686	1123	1241
1947-48	640	691	651	676	1291	1367
1948-49	632	583	655	621	1287	1204
1949-50	559	489	639	605	1198	1094
1950-51	478	413	595	578	1073	991
1951-52	405	375	616	593	1021	968
1952-53	394	368	559	538	953	906
1953-54	379	351	600	586	979	937

There has been a slight upturn in enrollment which should continue to increase in the near future. While 18 undergraduates were taken into U.S. Armed Services in 1953-54, there were 44 Korean Veterans (PL550) enrolled during the same period. In line with the new curricula (Fine Arts, Home Economics, and Industrial Arts) and the new building program, enrollment should continue to increase.

GRADUATES

I. BACHELOR OF ARTS DEGREE

A sketch study of the graduating classes from May, 1944 to June, 1954.

Date of Graduation	Number Graduated
May, 1944	59
August, 1944	53
May, 1945	72
August, 1945	51
May, 1946	107
August, 1946	34
June, 1947	173
August, 1947	21
June, 1948	236
August, 1948	31
June, 1949	295
August, 1949	34
June, 1950	333
August, 1950	17
June, 1951	236
August, 1951	10
June, 1952	246
August, 1952	7
June, 1953	207
August, 1953	6
June, 1954	201

Total A.B. Graduates since 1930 is 4,820.

Table X

Analysis of Graduation
Distribution by Departments
Students receiving A.B. Degree, August 11, 1953

	Men	Women	Total
Accounting & Social Business	-	1	1
English	-	1	1
Latin	-	1	1
Spanish	-	1	1
Music	1	-	1
Social Studies	1	-	1
Total	2	4	6

1. Minutes of [illegible] Meeting

A special study of the [illegible] for each [illegible] May, 1[illegible] to June, 1[illegible].

Date of [illegible]	Number [illegible]
May, 1[illegible]	[illegible]
January, 1[illegible]	[illegible]
May, 1[illegible]	[illegible]
January, 1[illegible]	[illegible]
May, 1[illegible]	[illegible]
January, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
August, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
August, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
January, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
January, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
August, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
August, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
January, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]
August, 1[illegible]	[illegible]
June, 1[illegible]	[illegible]

Table 1.6. Questionnaire above 1[illegible] be [illegible].

Table 2

Analysis of [illegible]
Distribution of [illegible]
[illegible] meeting [illegible], August 12, 1[illegible]

[illegible]	[illegible]	[illegible]	[illegible]
Innovating a [illegible] [illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

60

Table XI

Analysis of Graduation
Distribution of Elementary Certification
Students receiving A.B. Degree August 11, 1953

Certification	Men	Women	Total
Full Limited	1	3	4
Provisional	-	1	1
None	1	-	1
	2	4	6

Table XII

Analysis of Graduation
Distribution by Departments
Students receiving A.B. Degree June 10, 1954

	Men	Women	Total
Accounting and Business Practice	20	9	29
English	7	31	38
French	1	2	3
Latin	1	3	4
Spanish	2	9	11
Mathematics	11	18	29
Music	8	1	9
Science	17	5	22
Social Studies	28	20	48
Speech	2	6	8
Total	97	104	201

Table XIII

Analysis of Graduation
Distribution of Elementary Certification
Students receiving A.B. Degree June 10, 1954

Certification	Men	Women	Total
Full Limited	16	71	87
Provisional	65	31	96
None	16	2	18
Total	97	104	201

Table II

Ministry of Education
Distribution of Elementary Certificates
Students graduating r.s. Degree Year 19, 1970

Qualifications	Men	Women	Total
Full Diploma	[illegible]	[illegible]	[illegible]
Provisional	[illegible]	[illegible]	[illegible]
None	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]

Table III

Ministry of Education
Distribution of Diplomas
Students graduating r.s. Degree Year 19, 1970

	Men	Women	Total
Accounting and Business Practices	[illegible]	[illegible]	[illegible]
English	[illegible]	[illegible]	[illegible]
French	[illegible]	[illegible]	[illegible]
Latin	[illegible]	[illegible]	[illegible]
Spanish	[illegible]	[illegible]	[illegible]
Mathematics	[illegible]	[illegible]	[illegible]
Music	[illegible]	[illegible]	[illegible]
Science	[illegible]	[illegible]	[illegible]
Social Studies	[illegible]	[illegible]	[illegible]
Speech	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

Table IV

Ministry of Education
Distribution of Elementary Certificates
Students graduating r.s. Degree Year 19, 1970

Qualifications	Men	Women	Total
Full Diploma	[illegible]	[illegible]	[illegible]
Provisional	[illegible]	[illegible]	[illegible]
None	[illegible]	[illegible]	[illegible]
Total	[illegible]	[illegible]	[illegible]

II. MASTER OF ARTS DEGREE

A sketch study of the graduating classes from May, 1944 to June, 1954.

Date of graduation	Number Graduated
May, 1944	21
May, 1945	25
May, 1946	49
August, 1946	18
June, 1947	51
August, 1947	39
June, 1948	55
August, 1948	32
June, 1949	63
August, 1949	37
June, 1950	85
August, 1950	52
June, 1951	81
August, 1951	48
June, 1952	63
August, 1952	58
June, 1953	64
August, 1953	42
June, 1954	63

Total number of A. M. Graduates since 1933 is 1,424.

Table XIV

Analysis of Master of Arts Graduates

Year	Graduates Montclair State Teachers College	Graduates Other Colleges	Total
1944	7	14	21
1945	10	15	25
1946	32	35	67
1947	30	60	90
1948	36	51	87
1949	41	59	100
1950	63	74	137
1951	62	67	129
1952	53	68	121
1953	35	71	106
1954	34	29	63 *
Overall Total	642	782	1,424

*This total does not include 35 who were graduated August 6, 1954.

Table XV

Analysis of Graduation
Distribution by Departments
Students receiving A. M. Degree, August, 1953

	Men	Women	Total
Administration and Supervision	9	3	12
Business Education	4	1	5
English	3	3	6
Personnel and Guidance	-	7	7
Science	1	2	3
Social Studies	6	3	9
Total	23	19	42

Table XVI

Analysis of Graduation
Distribution by Departments
Students receiving A.M. Degree, June, 1954

	Men	Women	Total
Administration and Supervision	21	14	35
Business Education	4	-	4
English	2	2	4
Mathematics	3	1	4
Personnel and Guidance	-	2	2
Science	5	-	5
Social Studies	4	5	9
Total	39	24	63

STAFF CHANGES:

There were no staff changes.

Table xvi

Analysis of Transactions
Distributed by Department
Fraternity Production i.e. Dances, January, 1973

	Men	Women	Total
Administration and Supervision	7	4	11
Business Management	4	1	5
Publicity	3	2	5
Decorations and Patrons	4	3	7
Refreshments	3	2	5
Social Committee	4	3	7
Total Attendance	25	15	40

Table xvi

Analysis of Transactions
Distributed by Department
Fraternity Production i.e. Dances, June, 1973

	Men	Women	Total
Administration and Supervision	11	4	15
Business Management	4	1	5
Publicity	3	2	5
Refreshments	3	2	5
Decorations and Patrons	4	3	7
Patrons	3	2	5
Social Committee	4	3	7
Total Attendance	32	18	50

Study Questions:

Check work on audit changes.

Personal Activities

Attended the following conferences:

Association of New Jersey State Teachers Colleges in Trenton
Career Day Program in nearby high schools:
Bernards High School, Bernardsville, N.J.

Membership in the following organizations:

MSTC Faculty Association - Secretary
Association of N.J.State Teachers College Faculties
N.J. Council of State Employees
Committee on Student Personnel

Respectfully submitted,

Mary M. House

Mary M. House
Registrar

MMH:MM

Personal Activities

Research for Doctoral dissertation:

Investigation of the Effect Upon Electric Resistance Welding of Variations in Tensile Strength and Fracture Ductility of Low Carbon Steels.

Research with Kennedy Instrumentality C.C.

Participation in the following organizations:

Sigma Tau Delta Investigation - Reporting
Investigation of Electric Furnace Melting Practice
A.I.M. Council of Alpha Chapters
Committee on Student Projects

Respectfully submitted,

Harry W. Dunn
Electrician

New Jersey State Teachers College at Montclair

Department of Dean of Women

Report to the President
Academic Year
1953 - 1954

SOCIAL AFFAIRS
CLUB, CLASS AND ORGANIZATION MEETINGS

1953-54

REGULAR MEETINGS	Hrs. per yr.
Russ	90
Chapin	203
Administration Bldg.	738
College High School	158
Annex No. WA-2	14
Off-Campus	18
Music Building	576

(Club meetings in the afternoon average 1½ hours - those in the evening 2 hours.)

SPECIAL MEETINGS	Hrs. per yr.
Russ (exclusive of Music Department)	89
Russ - Music Department Student Recitals	162
Chapin (exclusive of Music Department)	49
Chapin - Music Department Student Recitals	180
Administration Bldg.	683
College High School	62
Annex No. 2 WA -Rm 5	20

(Special meetings in the afternoon average 1½ hours - those in the evening 2 hours. Student Recitals, 2 hours of rehearsal per student taking part in recital - usually about 8 students and 2 hours of recital. Approximately 18 hours.)

SOCIAL EVENTS	Hrs. per yr.
Russ (exclusive of Music Department)	126
Russ - Music Department	80
Chapin (exclusive of Music Department)	123
Chapin - Music Dept. Concerts and Graduation Recitals	32
Administration Bldg.	85
College High School	50
Rec. Bldg. and Fireplace	141
Off-Campus	60
Amphitheatre	16
Music Building	5

TOTAL SOCIAL EVENTS AND MEETINGS	Hrs. per yr.
Russ	547
Chapin	587
Administration Building	1,506
College High School	270
Rec. Building and Fireplace	141
Off-Campus	78
Amphitheatre	16
Music Building	581

REGULAR CLUB MEETING

Club	Number of Meetings		Place
	No. per mo.	Total per year	
Agora	2	18	Chapin
Aldornia	1	9	Russ
Aphesteon	1	9	Chapin
Band	12	108	Music Building
Choir	8	72	Music Building
Chorus	4	36	Admin. Building
Christian Fellowship	4	36	College H.S.
Clio	1	9	Admin. Building
Dalphac	1	9	Admin. Building
Dance Club	4	36	Admin. Building
	2	18	Chapin
	2	18	Russ
English Club	1	9	Admin. Building
Epsilon Mu Epsilon	1	9	Annex WA-2
Fencing Club	12	108	Admin. Building
Folk and Square Dance Club	2	18	College H.S.
Forum	1	9	Admin. Building
Future Teachers of America	1	9	Admin. Building
Geography Club	1	9	Admin. Building
International Relations Club	1	9	Admin. Building
Inter Nos	1	9	Russ
Kappa Delta Pi	1	9	Chapin
La Cercle Francais	1	9	Russ
La Tertulia Espanola	1	9	Chapin
Men in Music	1	9	Music Building
Newman Club	2	18	College H.S.
Opera Workshop	8	72	Music Building
Orchestra	12	108	Music Building
Phi Lambda Pi	1	9	Chapin
Pi Omega Pi	1	9	Admin. Building
Players	1	9	College H.S.
Pro Musica	1	9	Music Building
Rohwec	1	9	Chapin
Science Club	2	18	Chapin
Senate	1	9	Admin. Building
	1	9	Off-Campus
Sigma Alpha Eta	1	9	Admin. Building
Sigma Delta Pi	2	18	Admin. Building
Sigma Phi Mu	1	9	Chapin
Student Gov't Assoc.	2	18	Admin. Building
Television Club	4	36	Admin. Building
Veterans Club	1	9	Admin. Building
Women's Athletic Assoc.	12	108	Ad. Bldg.& Field
Women's Tennis Club	1	9	College H.S.
Zeta Phi	1	9	Russ

REGULAR CLUB MEETINGS

(Continued)

SPECIAL MEETINGS

The following organizations hold meetings whenever they consider it necessary:

* Booster Club	Administration Building
Bureau of Student Publications	Administration Building
Cheerleaders	Admin. Bldg. & Field
Men's Athletic Council	Administration Building

*One new organization was chartered by the Student Government Association during this past year. It was the Booster Club.

Three organizations had their charters revised and approved. They were: Senate, Sigma Delta Pi and Spanish Club.

Four organizations had their charters revoked by the Student Government Association during 1953-54 because they were inactive. They were: Creative Writing Club, Canterbury Club, Jazz at Montclair and Psychology Club.

SOCIAL AFFAIRS

1953			
September	18	President's Reception for Freshmen	Chapin Hall
	22	Dormitory Freshmen Talent Show	Russ Hall
	23	Montclair Citizens Committee Tea	Russ Hall
	23	Faculty Tea and Meeting	Chapin Hall
	25	French Club Reception for Foreign Students	Chapin Hall
	29	English Club Reception for Freshmen	Chapin Hall
October	1	Sigma Alpha Eta Tea	Chapin Hall
	6	Russ Sophomore Tea for Russ Freshmen	Russ Hall
	7	Faculty Tea and Meeting	Chapin Hall
	9	Montclair Citizens Committee Tea	Chapin Hall
	14	Chapin Juniors Party for Russ Freshmen	Chapin Hall
	20	Forum Banquet	Off-Campus
	21	Chapin Group Tea	Chapin Hall
	22	Chapin Group Tea	Chapin Hall
	23	Alumni Home Coming Supper	Admin. Bldg.
	28	Faculty Tea and Meeting	Chapin Hall
	28	Life Hall Alumni Party	Chapin Hall
November	1	Faculty Party	Russ Hall
	6	Time of Your Life Carnival	Off-Campus
	7	Time of Your Life Carnival	Off-Campus
	9	Inter-Dormitory Jr.-Freshmen Sister Party	Chapin Hall
	10	I.R.C. Tea	Chapin Hall
	12	Dalphac Supper	Chapin Hall
	17	P.T.A. Tea	Chapin Hall
	17	Rohwec Banquet	Off-Campus
	18	Alumni Social	Admin. Bldg.
	18,19,20,21, 23,24	Players Production "The Silver Cord"	College H.S.
	23	Faculty Tea and Meeting	Chapin Hall
	23	Kappa Delta Pi and Citizenship Committee	Chapin Hall
	24	Band Concert	Admin. Bldg.
	25	I.R.C. Tea	Chapin Hall
	25	Inter-Dormitory Thanksgiving Dinner	Russ Hall
December	2	Chapin Group Tea	Chapin Hall
	3,4,5	Agora Show	College H.S.
	8	W.M.F. Alumni Social Meeting	Admin. Bldg.
	8	I.R.C. Tea	Chapin Hall
	8	Sigma Delta Pi Social	Chapin Hall
	9	Faculty Tea and Meeting	Chapin Hall
	9	Chapin Group Social	Chapin Hall
	13	Inter-Dormitory Christmas -Open House	Russ Hall
	15	Council of State Employees	Russ Hall
	16	Sigma Alpha Eta Christmas Party	Russ Hall
	16	Music Dept. Christmas Party	Music Building
	16	Faculty Association Tea	Chapin Hall
	16	Aphesteon-Sigma Phi Mu Christmas Party	Chapin Hall
	17	Office Christmas Party	President's Office Dean's Office
	17	Inter-Dormitory Christmas Dinner	Russ Hall
January 1954	6	College Women's Club Pot Luck Supper	Chapin Hall
	13	W.M.F. Board Social and Meeting	Admin. Bldg.
	15	Music Department Career Day Tea	Chapin Hall

SOCIAL AFFAIRS

(Continued)

1954			
January	15	Secondary Training Teachers Tea	Chapin Hall
	20	Geography Club Banquet	Off-Campus
	22	Elementary Training Teachers Tea	Chapin Hall
February	1	Band Concert and Refreshments	Admin. & Chapin Hall
	3	W.M.F. Social and Meeting	Admin. Bldg.
	8	College Women's Club Tea	Chapin Hall
	10	W.M.F. Social and Meeting	Admin. Bldg.
	17	W.M.F. Social and Meeting	Admin. Bldg.
	23	Sigma Delta Pi Tea	Chapin Hall
	24	W.M.F. Social and Meeting	Admin. Bldg.
	24	Faculty Tea and Meeting	Chapin Hall
	27	Freshmen Talent Show	College H.S.
March	8	Music Department Tea	Chapin Hall
	15	Faculty Pot Luck Supper	Russ Hall
	15	Alumni Tea	Russ Hall
	18	Senate Social	Off-Campus
	24	Faculty Tea and Meeting	Chapin Hall
	27	Sophomore Class Party	Chapin Hall
April	1, 2	Women's Inter-dormitory Show	College H.S.
	8	French Department Tea	Chapin Hall
	8	Senate Social	Off-Campus
	9	Ground Breaking	Upper Campus & Admin.
	10	Senior Social	Russ Hall
	14	Faculty Tea and Meeting	Chapin Hall
	26	Party for W.M.F. Workers	Admin. Bldg.
	28	College Women's Club Bridge	Chapin Hall
	30	S.G.A. Carnival	Entire Campus
May	1	S.G.A. Carnival	Entire Campus
	5	Faculty Tea and Meeting	Chapin Hall
	6	Senate Social	Off-Campus
	8	China Institute Alumni Social	Chapin Hall
	10	Science Club Banquet	Off-Campus
	12,13,14,17,18	Players Production-"The Nasty Heart"	College H.S.
	13	Pi Omega Pi Banquet	Off-Campus
	14	College High School Bridge Party	Chapin Hall
	15,16	Alumni Week-End	Entire Campus
	21	Faculty Tea and Meeting	Chapin Hall
	22	Parents Day Social	Russ Hall
	22	Choir Banquet	Russ Hall
	24	Tea for Retiring Faculty	Chapin Hall
	26	Dalphac Supper	Chapin Hall
	27	Alumni Choral Festival	Amphitheatre
	27	Players Banquet	Off-Campus
June	1	W.A.A. Banquet	Chapin Hall
	1	Montclair Dramatic Club Production for W.M.F.	Amphitheatre
	2	Faculty Tea and Meeting	Chapin Hall
	3	Music Department Tea	Music Building
	3	Senate Social	Off-Campus
	6	Baccalaureate	Amphitheatre
	8	President's Reception for Seniors	Russ Hall
	9	Senior Banquet	Off-Campus
	10	Commencement and Social	Amphitheatre
	10	Commencement Banquet	Russ Hall

COLLEGE DANCES

1953			
September	17	Big Sister - Big Brother Informal	Admin. Bldg.
	25	Sophomore - Freshmen Peace Informal	Admin. Bldg.
October	24	Senate Informal	Admin. Bldg.
	30	Inter-dormitory Informal	Russ Hall
	31	Inter-dormitory Semi-Formal	Chapin Hall
November	21	Junior Informal	Admin. Bldg.
December	11	S.G.A. Formal	Off-Campus
1954			
January	9	Freshmen Informal	Admin. Bldg.
February	6	Sophomore Informal	Admin. Bldg.
March	5	Agora-Senate Informal	Admin. Bldg.
	13	Campus Queen Dance	Admin. Bldg.
	19	Montclair - Newark Informal	Admin. Bldg.
April	3	Junior Formal Dinner Dance	Off-Campus
	10	Freshmen Semi-Formal	Off-Campus
May	8	Sophomore Semi-Formal	Off-Campus
	21	Newman Club Informal	Chapin Hall
	29	C.H.S. Junior-Senior Semi-Formal	Chapin Hall
June	4	Senior Formal Dinner Dance	Off-Campus

PICNICS

1953			
September	28	Newman Club	Rec. Building
	30	Sigma Phi Mu	Rec. Building
October	5	Science Club	Rec. Building
	16	C.H.S. 7th and 8th Grades	Rec. Building
	19	Newman Club	Rec. Building
	20	Sigma Phi Mu	Rec. Building
	26	Newman Club	Rec. Building
	30	C.H.S. 9th Grade	Rec. Building
	31	College High School	Rec. Building
November	3	Epsilon Mu Epsilon	Rec. Building
	10	Sophomore Class	Rec. Building
	18	Agora	Rec. Building
	19	Senate	Rec. Building
	20	Sophomore Class	Rec. Building
	30	Freshmen Class	Rec. Building
December	1	Phi Lambda Pi	Rec. Building
	9	Inter-Nos	Rec. Building
	14	Clio	Rec. Building
	15	I.R.C.	Rec. Building
	17	Phi Lambda Pi	Rec. Building
1954			
February	25	Phi Lambda Pi	Rec. Building
March	21	Physical Educ. Department	Rec. Building
	24	Sigma Phi Mu	Rec. Building
April	10	Inter-varsity Christian Fellowship	Rec. Building
	13	Rohwec	Rec. Building
	16	Freshmen and Sophomores	Off-Campus
	16	Alumni	Rec. Building
	17	French Club	Rec. Building
	19	Library	Fireplace
	19	Agora - Dalphac	Fireplace
	22	Physical Educ. Department	Fireplace
	23	Student Group	Fireplace
	24	Sigma Alpha Eta	Rec. Building
	24	Science Club	Fireplace
	27	Aldornia	Rec. Building
June	2	Pi Omega Pi	Rec. Building
	3	Newman Club	Rec. Building
	7	Seniors	Off-Campus
	8	College High School	Rec. Building
	9	Music Department	Rec. Building
July	13	Dormitory	Rec. Building

DORMITORIES

Registration in the Women's Dormitories
1953-1954

First Semester	Students
Chapin Hall	84
Edward Russ Hall	96
Second Semester	
Chapin Hall	
During Senior Practice Teaching Period, January 31 - May 3	64
After Senior Practice Teaching Period, May 3 - June 10	84
Russ Hall	
During Senior Practice Teaching Period, January 31 - May 3	93
After Senior Practice Teaching Period, May 3 - June 10	89
Summer Session	
Chapin Hall (closed)	
Russ Hall	
Summer Session Students, June 27 - August 6	25
China Institute Students, June 27 - July 10	16
United Nations Institute Students, July 11 - July 24	9

College Staff Living in the Women's Dormitories

Chapin Hall
- Mrs. Meade - Housemother
- Miss Pritchard - Head Nurse
- Miss van de Wal - Assistant Nurse
- One Houseman, One Kitchen Man

Russ Hall
- Mrs. Martin - Housemother
- Mrs. Conrad - Relief Housemother for Chapin and Russ
- Miss Geuther - Assistant Nurse
- Miss Cardell - Assistant Nurse

DORMITORIES - (Continued)

Russ Hall Dining Room

The dormitory staff, women students of Chapin and Russ Halls and men living off-campus, have breakfast and dinner in the Russ Hall Dining Room.

First Semester	
Staff	7
Women Students	180
Off-Campus Men	
Breakfast and Dinner	7
Dinner only	26
All Meals	18
Second Semester - During Student Teaching -	
Staff	7
Women Students	157
Off-Campus Men	
Breakfast and Dinner	7
Dinner only	19
All Meals	14
- After Student Teaching -	
Staff	7
Women Students	173
Off-Campus Men	
Breakfast and Dinner	7
Dinner only	29
All Meals	18

Lunch Tickets

A change was made in October 1953. All dormitory students transferred from Russ Dining Room to the Cafeteria for lunch. This meant that all staff members, women dormitory students and off-campus men who had all of their meals here, were given a ticket worth 60 cents for every day which they presented when they went for their lunch in the Cafeteria.

The following extra meals were served by the Food Service Department:

	Number of meals served	Approximate number of people served
Russ Hall Dining Room		
Breakfast	4	56
Lunch	9	125
Dinner	29	1074
Cafeteria		
Lunch	3	775
Buffet Supper	1	105
Total	46	2135

DORMITORIES - (Continued)

Work Group

The work group in the dormitories this past year both served in the Russ Hall Dining Room, did afternoon office relief in both Russ and Chapin, and admitted students after the dormitory closing hours. Thirty-four girls started and twenty-eight finished the year. The drop outs were mostly Seniors who left for the student teaching period. Payment for the work group was money deducted from room and board fees.

Late Leave

Girls admitted after the dormitory closing hours:

Personal reasons	285
College trips	696
Total	981

CONFERENCES

Inter-Dormitory Weekend

The third annual Inter-dormitory weekend was held on Friday and Saturday, October 30, 31, 1953. This is, I believe, going to continue as a very good Montclair tradition. Many more participated this past year than had done so in the previous two years.

Friday, October 30 - Informal Dance - Russ Hall
Saturday, October 31 - Football Game - Sprague Field
Saturday, October 31 - Semi-formal Dinner - Russ Hall
Saturday, October 31 - Semi-formal Dance - Chapin Hall

Music Department Career Day

On Friday, January 15, 1954,about 300 high school students met on the campus to become acquainted with the Music Department. They had lunch in the Cafeteria, meeting in the College High School and the Music Building, and a tea in Chapin Hall, and finished with a concert in Russ Hall. This was the first time a day like this had been sponsored by a major department and it seemed to be most worth while.

Secondary Training Teachers Conference

On Friday, January 15, 1954, the teachers from the Junior and Senior High Schools who were to be the training teachers for the College student teachers were invited to the campus for a tea in Chapin Hall in the afternoon, and a dinner in Russ Hall after their meeting. About ninety attended.

CONFERENCES - (Continued)

Future Teachers of America

On Saturday, January 16, 1954, the State Future Teachers of America group met here on the campus for meetings and lunch. About one-hundred had signed up, but due to bad weather only about sixty showed up.

Elementary Training Teachers Conference

On Friday, January 22, 1954, another training teachers tea and dinner meeting was held to which approximately eighty-five came. This group comprised of the teachers who were to supervise the College student teachers in elementary schools.

Classical Language Association

On Saturday, March 13, the N.J. Classical Language Association held its annual meeting at the College. After a morning meeting about twenty-five had lunch in Russ Hall, and finished with a afternoon meeting in Russ.

Modern Language Association

The N.J. Modern Language Association held its annual meeting in the College High School on Saturday, March 20. There were approximately fifty present.

Instrumental Festival

The Music Department Instrumental Festival was held on the campus from 8:30 a.m. to 3:30 p.m. on Saturday, April 3. Lunch was served in the cafeteria, and various groups met in both the College High School and the Music Building. Attendance was approximately four-hundred.

Alumni Weekend

The Montclair Alumni Association held its 7th Annual Homecoming Weekend on May 15 and 16.

Date	Day	Time	Program Place	Event	Approximate Attendance
15	Saturday	10:30 a.m.	Chapin Hall	Registration Coffee & Donuts	50
15	Saturday	11:00 a.m.	Faculty Lunch Room	W.M.F. Meeting	20
15	Saturday	1:00 p.m.	Russ Hall	Luncheon	140
15	Saturday	2:00 p.m.	Amphitheatre	Folk Dance Festival	25
15	Saturday	2:30 p.m.	Russ Hall	Business Meeting	100
15	Saturday	4:30 p.m.	Chapin Hall	Faculty Reception	200
15	Saturday	7:00 p.m.	Russ Hall	Dinner-Class of 1939	75
15	Saturday	8:00 p.m.	Gym	Folk Dance Festival	25
16	Sunday	12:00 noon	Upper Field	Picnic	125
16	Sunday	2:30 p.m.	Amphitheatre	Concert	200

CONFERENCES - (Continued)

China Institute

The China Institute group again met on the campus from June 27 to July 10. A few of the staff and students lived in Russ Hall, and meetings were held in College High School, the Administration Building, the Amphitheatre and Russ Hall. Two special dinners were served for a few Institute guests.

United Nations Institute

Again, the United Nations Institute met on the campus from July 11 to July 24. As usual meetings were held in the College High School, the Administration Building, the Amphitheatre and Russ Hall. A few of the students lived in Russ Hall, and two small dinners were held for special occasions.

SUMMARY

The past year was, I believe, a very good one in the life of the College. The continuing spirit of cooperation and friendliness between the S.G.A. Board and the Administration is one of the outstanding strengths of Montclair. There is mutual understanding of, and respect, for each others problems which does a great deal for the morale of the College.

Some of the accomplishments of the S.G.A. follow:

1. Parking - A regular twice-a-day inspection was organized by the Veterans' Club, and violation tickets put on cars which were parked illegally.

2. Student - Faculty Committees. Some students who were carefully screened and selected, were placed on Faculty Committees, thereby making joint committees. I believe, that this can be of great value as the faculty and student members work together.

3. S.T.I.R.C. Conference - The S.T.I.R.C. delegates were active in planning a citizenship conference to be held at Camp Wapalane for three days in September. The President of the Montclair S.G.A. is chairman of the conference, and approximately twenty students, appointed by the S.G.A. board will attend.

4. The S.G.A. again sponsored its Annual College Carnival which had about fifty participating groups. It ran for one-and-a-half days, grossed just over $2400.00 - and netted about $1800.00 for W.M.F. This is a very worthwhile activity, partly because of the amount of money raised and partly because of the cooperation of many clubs and individuals. Without the benefit of an auditorium it is one of the few ways of uniting a good many of the student body.

Ground Breaking Day was of course a very important occasion. Approximately five-hundred invitation were sent out, and a large group of both students, faculty and visitors attended. After the actual breaking of ground on the site of the new men's dormitory on the upper campus, the entire group gathered in the gymnasium for refreshments. The plans were made and carried out by an Administration, Faculty, Faculty Dames, and Student Committee.

SUMMARY - (Continued)

One of the changes made this year, which greatly improved conditions in the Russ Dining Room, was the elimination of the serving of lunch in Russ Hall. The shift from a waitress group which usually started a year with about fifty girls and finished with about thirty, due to the difficulty of scheduling luncheon waitresses around noon classes, to a work group of thirty-four before the Seniors went student teaching and twenty-eight after that, was a tremendous improvement. The smaller number which comprised the work group were assigned to both serving and office relief. This gave them more hours, and altogether, worked out very much better than the former system, both from their point of view and the College work efficiency.

Another change which seems to have been a big improvement was the elimination of the College operated laundry. During the last few years the laundry was a great problem due to old machinery, and continual breaking down of parts. The new system of having an outside laundry service seems to work out very well.

The College, as it has for some time, provided blood for blood transfusions during the past year for College personnel and their families. Five different people were given twenty-two transfusions. In accordance with the new Essex County Blood Bank policy, the College has now established a blood credit system. Instead of, as formerly, sending donors to individual hospitals, we now send them to the Essex County Blood Bank when it meets monthly in Montclair, and it in turn provides necessary transfusions anywhere in the State.

I would like to strongly recommend a night watchman for Russ and Chapin Halls. For safety reasons I cannot urge this too much. There are girls who at times must return to the dormitories after the closing hours, and the campus is dark and deserted. There are also very undesirable men wandering around the campus at times. I feel that night watchman is really urgently needed.

The past year has, I feel, brought several new and excellent improvements. Looking forward to and planning for the future, accepting the responsibilities which the increased physical plant and growth in the student body will bring, and working toward constant improvement in morale and responsibility, are challenges which should prove most stimulating.

Respectfully submitted,

Margaret A. Sherwin

Margaret A. Sherwin
Dean of Women

New Jersey State Teachers College at Montclair

Director of Personnel and Guidance

Report to the President
Academic Year
1953 - 1954

1. Personnel

A. Integration 100

Course in Personal Adjustment and Mental Hygiene given each semester, two hours per week, ten sections, total of approximately 325 students. Seven of the ten sections were taught by Mr. E.C. Davis, three sections taught by Mrs. Dorothy Koons.

The course of study for this course was revised as of this year, with the selection of a new text and inclusion of more psychology in the background course. A copy of the course of study is added as an appendix to this report. Plans for further revision of this program are being made with the general feeling that there is a need to integrate some of the material formerly taught in the Integration 100 Course, and that presently taught. The course seems to be well received by the students, and serious comment with students after having completed the course seems to indicate that they find the work of the course very beneficial to their personal adjustment to their college life.

B. Freshmen Interviews

In conjunction with the course in Integration 100, there is a discussion of the entrance examination and the examination given at the time of orientation. Then each of the freshmen are asked to come to the office of the Director of Personnel for a personal interview on the results of the test taken at orientation. As a result of this discussion, some of the students basic problems are uncovered and discussed. Further interviews are scheduled with students as needed. If, as a result of these interviews, special services are needed, the student is referred to the source of such special services. A psychiatric consultation service was added to our medical health program this year, and where an interview with a student has indicated such a need, the student has been encouraged to go to the psychiatrist and the college has paid the fee for the first consultation. Subsequent consultations with the same student are at the student's expense.

C. Student Personnel Interviews (other than Freshmen)

No definite record of consultations with upper classmen has been kept, but a number of problems brought to the attention of this office seem to indicate a good rapport with the students and a willingness on their part to discuss their problems here. From the point of view of informational service, we find that our facilities are inadequate to handle the large number of requests made of us for information and assistance. Recommendations to this end will be found in the latter portion of this report.

San Juan State Teachers College in Manila

Division of Physical and Sciences

Report on the Facilities
Science Year
1971 - 1972

I. General

A. Description

Course in Physical Laboratory and Dental Hygiene given each semester, two hours per week, two periods, total of approximately 35 students. Total of six two periods per week. Length of each period, three hours. Lower facilities always in use, heavily used.

The course of study for this course was revised as of this year, with the addition of a new text and laboratory manual in the physical sciences. A copy of the course of study is added as an appendix to this report. Note the further revision of this program was taken with the general feeling that there is a need to integrate some of the material currently taught in the sciences into lectures, and then presently taught. The course seems to be well received by the students, and various comments with students after hours concerning the course seem to indicate that the work of the course was considered to well worthwhile in their lives.

B. Problems Encountered

In continuing with the course in Physical Sciences, there is a limitation of the software accompanying the laboratory manual, due to the time of orientation. This such of the problems are added to come to the office of the Director of Personnel for a personal review on the results of the first time as orientation. In a result of this discussion, some of the software basic problems are discovered and discussed. Further discussions are submitted with students as needed. It, as a result of these discussions, special services are needed, the student is referred to the office of Dean Special Services. A particular specialization service has been in for quality health program this year, and where in conjunction with a student the initial need a need, the student has been encouraged to go to the Specialist and the college has paid the fee for the first consultation. Subsequent consultations with his own student are by the student's expense.

C. Student Personnel Interviews (Also Problems)

No activity exists or consultations with cover discussion has been here, but a number of problems brought to the attention of this office area to indicate a good rapport with the students and a willingness on their part to discuss their problems here. From the point of view of instructional service, we find that the facilities are inadequate to handle the large number of students in the classes, and the lack of the equipment and software. Recommendations to this end will be found in the latter portion of this report.

D. Scholarship Guidance

This office is responsible for the collating of the information necessary to compile a list of students whose work is at the level of grade "D" or lower.

After compiling the list, the students whose names appear on those lists are interviewed with the purpose of helping them to overcome whatever difficulties have resulted in their being placed on this list. A carbon copy of the report which the student has received is sent to the student's parents with a covering letter indicating the seriousness of the problem as we see it. The parents are encouraged to visit the college if they so desire; a number of the parents have seen fit to do this.

At the end of each semester, this office rechecks the scholarship of the student body and makes recommendations to the Dean of Instruction, resulting in the placement of certain students on academic probation and the dropping of other students from the class rolls. Where indicated, students are recommended to the reading clinic, speech clinic, or composition clinic for assistance with their academic problem. A very close contact has been maintained with these clinics, and recommendations received from them have been acted upon in making recommendation for administrative action. As a result of this service, a number of students have been asked to withdraw because of uncorrectable speech patterns. Some have been sent to clinics outside of the college, and, after treatment, have been retested and have either been readmitted or asked to withdraw. Likewise, a number of students have been referred to psychiatrists for psychiatric treatment before being readmitted to classes. This has resulted in the voluntary withdrawal of several students, and the rehabilitation of a number of others.

To supplement the work in this area, this officer invited a survey of the practices of the department by an impartial investigator. The survey was made by Mr. Michael Goodman, a doctoral student at New York University, under the sponsorship of Dr. Velma Hayden. As a part of this survey, the Mooney Problem Checklist was given to all junior and senior students. Inventories were prepared by members of the faculty and the guidance staff. The recommendations made from this survey have aided us greatly in dealing with the specific problems of individual students just referred to. A further recommendation of this report indicates a need for a faculty-in-service training program in the area of guidance. The Director of Personnel will attempt to carry out such a program as a part of the regular faculty meetings. The first such program was planned and executed for the September 1954 faculty meeting.

E. Program of Financial Aid (Scholarship)

State Scholarships

Montclair received its full quota of 10% of the student body on state scholarships during the period covered by this report. An active record of the academic work of these students was kept by this office to aid in administering the program according to the state's regulations.

During this year this office devised a new State Scholarship Application Blank which was mailed to all the other teachers colleges and approved by them. Upon receiving this approval, new application blanks were printed and sold to all six colleges. Involved in the new State Scholarship blank was the simplification of the handling of these blanks in form and size as

2. Scholarship Programs

This office is responsible for the editing of the information bulletin to compile a list of students whose work is at the level of grade "B" or lower.

After compiling the list, the students whose names appear on these lists are interviewed with the purpose of helping them to overcome whatever difficulties have resulted in their being placed on this list. A copy of the report which the student has received is sent to the student's parents with a covering letter indicating the seriousness of the problem as we see it. The parents are encouraged to visit the college if they so desire, a number of the parents have done just so do this.

At the end of each semester, this office includes the scholarship of the student body and minor recommendations to the Dean of Instruction, resulting in the placement of certain students in academic probation and the dropping of other students from the class rolls. Those indicated students are recommended to the reading clinic, speech clinic, or counseling clinic for interference with their academic problem. A very close contact has been maintained with these clinics, and recommendations received from time have been acted upon in making recommendations for administrative action. As a result of this service, a number of students have been asked to withdraw because of unsatisfactory academic progress. Some have been sent to clinics outside of the college, and after treatment, have been reinstated and have either been readmitted or asked to withdraw. Literally, a number of students have been referred to psychiatrists for preliminary treatment before being readmitted to classes. This has resulted in the voluntary withdrawal of several students, and the rehabilitation of a number of others.

To supplement the work in this area, this office initiated a survey of the practices of the department in an industrial investigation. The survey was made by Mr. Michael Dancson, a doctoral student at New York University, under the sponsorship of Dr. Tyler Kepner. In a part of this survey, the Bunny Fowler Checklist was given to all junior and senior students. Interviews were prepared by members of the faculty and the students staff. The recommendations made from this survey have aided in greatly in dealing with the specific problem of individual students just referred to. A further recommendation of this report indicated a need for a faculty-in-service training program in the area of guidance. The director of Personnel will attempt to carry out such a program as a part of the regular faculty meeting. The first such program was planned and executed for the Centralia Joint Faculty Meeting.

3. Program of Financial Aid (Scholarship)

State Scholarship

Beginning receiving its full quota of 10% of the student body on state scholarship during the period covered by this report. No extra record of the academic work of these students was kept by this office so all is maintaining the records according to the state's regulations.

During this year this office obtained a new State Scholarship Application Blank which was mailed to all the after Centralia colleges and approved by them. Upon receiving this approval, new application blanks were produced and sent to all the colleges. Inserted in the new form scholarship blank was the simplification of the handling of these blanks in turn and also as

well as the elimination of some unnecessary questions and the simplification of several others.

Work Scholarships

During the past year every effort has been made to maintain the full work force to the limit of the 15% of the student body allowed by the state regulations. As a result of requests made in other teachers colleges, the rate of pay for the student was increased; but in so doing some confusion resulted in the actual applications of the law. Therefore, pending an interpretation of the law, we continued on the same basis of operation as previously but administered the increase in hourly wage. Since the student was working for tuition, this meant not an increase in an amount received but a decrease in the number of hours worked. In order to compensate for this decrease in hours, it would be necessary to increase the number of hours worked. In order to compensate for this decrease in hours, it would be necessary to increase the number of students employed; since this was not possible under the present interpretation, it meant a loss of service to the faculty. The revised interpretation was not received until mid-summer and hence will not be applicable until the 1954-55 school year. However, we find that our work scholarship is operating at a high peak of efficiency with respect to the use of the funds permitted.

Loan Funds and Special Scholarship

It has been a definite aim of this officer to attempt to organize the scholarship offerings of this college into a definite program that can be administered by the Faculty Scholarship Committee. To this end, we were successful in bringing to a conclusion the incorporation of the Margaret B. Holz Fund for Student Exchange -- a combination of the former Margaret B. Holz Scholarship and the Student Exchange Fund, operated by the Language Department. An investigation of the C.O.S. Howe Organ Scholarship was made and certain suggestions on its administration were made to the music department. It will be the task of the 1954-55 year to get this scholarship incorporated and its rules and regulations liberalized to meet our present needs. The John C. Stone Mathematics Scholarship was reorganized and all plans for incorporating it have been made. It is hoped to incorporate this scholarship shortly after the retirement of Dr. Virgil S. Mallory, into a new scholarship to be called the Stone-Mallory Scholarship for Mathematics Students. The Grace M. Freeman Scholarship has been continued in operation and now has four students each year receiving the benefits of this gift. All four students on the scholarship have been excellent academic students and good participants in the extra curricula life of the college. A new scholarship has been arranged with the Bergen-Passaic Symphonic Society whereby the Society will provide a tuition scholarship for a student who will major in one of the following instruments: the viola, cello, oboe, and bassoon. This scholarship has been publicized but to date there have been no applicants under its conditions. A brochure was printed on the scholarships available at Montclair and circulated to the high schools and guidance counselors of the State. The Chapin Loan Fund has been most active and somewhere in the neighborhood of four to six students are aided each year. The Edward Russ Account has received some activity but it is accumulating more cash reserve than we are able to distribute. It will be a part of the project of this year's work to find ways to distribute these funds to make them available to the students.

well as the elimination of some unnecessary questions and the simplification of several others.

Site Scholarship

During the past year every effort has been made to maintain the full value of the Scholarship. In a period of economic crisis it either involves sacrifices, the rate of pay for the students has increased; but in so doing some material was realized by the actual applicants of the law. Therefore, problems of interpretation of the law, we continued on the same basis of expenditure as previously but adjusted the increase in hourly rate. Since the student was working for tuition, rate could not be increased to an amount reaching but a decrease in the number of hours worked. In order to compensate for this decrease in hours, it might be necessary to increase the number of hours worked. It might be advisable for this increase in hours, it would be necessary to increase the number of students employed; since this was not possible under the present interpretation, it meant a loss of service to the faculty. The reason interpretation was not received until mid-summer and hence will not be applicable until the 1951-52 school year. However, we find that our work scholarship is operating at a high level of efficiency with respect to the use of the female population.

Loan Funds and Special Fellowship

It has been a definite aim at this college to attempt to organize the scholarship offerings of this college into a definite program that can be administered by the Faculty Scholarship Committee. In this way, we were successful in bringing to a conclusion the incorporation of the Surgeat E. Dale Fund for Student Exchange -- a scholarship of the former Surgeat E. Dale Consultants and the Student Exchange Fund, operated by the language department. In investigation of the C.C.C. Home Ownership Scholarship and certain suggestions on the administration were made to the senate committee. It will be the task of the 1950-51 year to put this scholarship into operation and the other experimental literature in meet our present needs. The Jane G. Stone Scholarship Scholarship has been established and its operation is now in progress. It is based on Inspiration this scholarship shortly after the retirement of Dr. Virgil P. Walker, made a new scholarship to be called the Stone-Walker Scholarship for outstanding students. The Grace E. Jerome Scholarship has been established in operation and has four students each year receiving the benefits of this gift. All four students in the scholarship have been excellent academic students and good participants in the social-cultural life of the college. A new scholarship has been designed with the Jerome-Tassel Typhoid Society whereby the Society will provide a tuition scholarship for a student who will major in one of the following departments: the study, music, and business. This scholarship has been publicized and to date there have been no applicants under the conditions. A committee was created on the scholarship available at Bonsecour and circulated to the high schools and guidance counselors of the area. The Society has found the best student activity and leadership in the outstanding of four to six students are chosen each year. The Student Union Society has received some activity but it is accomplishing much more than we are able to distribute. It will be a part of the program of this year's work to continue to distribute these funds to make them available to the students.

F. Freshmen Orientation

The orientation program for entering students, both new freshmen students and those admitted on an advanced standing, has been extremely successful in the past few years. The tests administered have served as points of departure for the student interview and the co-operation of the student body in the orientation of the new freshman student during his first few days on campus has aided significantly in developing a friendly attitude among our student body. A study of the results of the American Psychological Examination which we have administered for the past four years indicated that there is a correlation of .81 between the results of the psychological examination and the scores on the admissions program. A report of this was made at the meeting of the Admissions Officers held in Dr. Morrison's office, and as a result of these facts the American Council Psychological Examination was added to the entrance tests for the 1954-55 school year. As a result of our experience with the survey mentioned previously the psychological examination will be replaced in our freshman orientation program by the Mooney Problem Checklist.

A study of the Mooney Problem Checklist and the Kuder Preference Rating Sheet of each individual freshman will be made, and a private interview with the freshman will be held in which these scores will be interpreted to the student. The sophomore class organization prepared the program of initiation of the freshman class, and the junior class organization prepared the program for the "big brother, big sister" activities.

The Student Government Association, through its officers and committees organized a program to acquaint the new freshmen students with the extra-curricular activities of the college. In order to give more emphasis to this program, a special assembly was held for the freshmen students at which time the S.G.A. presented their program.

The junior class held a dance on the first day of the orientation program, at which the "big brothers and big sisters" were the hosts.

The orientation activities culminated in a dance held at the end of the orientation week and presented with the sophomore class as the host. This dance has now become our traditional "Peace Dance" where the sophomore class buries the "hatchet" and the initiation program is over.

G. Student Government Association

The Director of Personnel and the Dean of Women act as advisors to the Board of Trustees of the Student Government Association, and in various other advisory capacities at the request of the Student Government Association.

It is the feeling of this officer that the Board of Trustees of the Student Government perform a most worthwhile service to the student body and administer an excellent program of extra-curricular activities. The group is most sincere in the execution of its duties, and act as a sounding board for policy to be established by the administration.

H. Social Activities

The Office of the Dean of Women acts as the clearing house for the social activities calendar of the college. A complete report of the activities

7. Freshman Orientation

The orientation program for entering students, both new freshmen students and those admitted on an extended standing, has been extensively elaborated in the past few years. The tasks administered have served as points of departure for the student leadership and the co-operation of the student body in the orientation of the new freshmen is about during his first few days on campus has taken significantly in developing a friendly relationship among our student body. A study of the results of the Learning Fundamental Inventories which we have administered for the past four years indicated that there is a correlation of .31 between the results of the orientation and the course in the academic program. A report of this was made at the meeting of the Academic Officers held in Ar. Hovland's office, and as a result of these lists the Instructor Council Fundamental Orientation was added to the schedule for the 1950-51 school year. As a result of our experience with the survey mentioned previously the psychological examination will be replaced in our freshman orientation program by the Kuder Preference Schedule.

A study of the Kuder Preference Schedule and the older Freshmen during check of each individual freshman will be made, and a private interview with the freshman will be held in which these scores will be interpreted to the student. The sophomore class orientation program the program of initiation of the freshman class, and the junior class orientation program the program for the "big brother, big sister" activities.

The Student Government Association, through the officers and committees organized a program to acquaint the new freshmen students with the extracurricular activities of the college. In order to give more emphasis to this program, a special assembly was held for the freshmen students at which time the S.G.A. presented their program.

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The orientation activities culminate in a dance held at the end of the orientation week and presented with the sophomore class at the last. This dance has the honor our traditional "Dance Dance" where the sophomore class buries the "hatchet" and the initiation program is over.

8. Student Government Association

The director of Personnel and the Dean of Women act as advisors to the Board of Trustees of the Student Government Association, and in relative other advisory capacities at the request of the Student Government Association.

It is the feeling of this office that the Board of Trustees of the Student Government performs a most worthwhile service to the student body and administers an unusual program of extra-curricular activities. The group is most alert in the execution of its duties, and act as a guiding hand for policy to be established by the administration.

9. Social Activities

The office of the Dean of Women acts as the clearing house for the social activities calendar of the college. A complete report of the activities

conducted will be found in the report of the Dean of Women. The Director of Personnel and the Dean of Women attended all social functions sponsored by the college, and assisted the various faculty advisors in their duty. Far from being a chore, this is a pleasant duty which we perform as part of our regular work.

I. Student Faculty Advisory Program

During the past year, two programs have been held for the purpose of bringing the faculty advisor and his advisees into closer contact with each other. A prepared program of activities for these meetings was distributed to the members of the faculty, and all students were encouraged to meet their faculty advisor at the appointed time. A further implementation of this program is planned for the near future.

J. Student Record System

This office has been attempting over the past few years to establish an adequate personnel record program that will be an adjunct to the registrar's records, and of assistance in the formation of the records of the Placement Office and the Alumni Office. Further work needs to be done in this area, but eventual fulfillment of the program must await the appointment of additional clerical help.

K. Housing

The Dean of Women operates the women's dormitories. The Dean of Men has been in charge of the housing for men, and apartments for married veterans. This duty was taken over by the Director of Personnel when the former Dean of Men, Mr. Schmidt, entered the services.

The men's dormitory, formerly known as Robert Hall, was dismantled in the summer of 1952 and the problem then became a matter of placing the former dormitory residents in private homes near the college. This was accomplished with approximately 66 men students living in off-campus homes, and eating in the college dining room.

The 41 apartments for married veterans were maintained through the summer of 1954, when due to the building program they were scheduled for sale and demolishing. Students living in the apartments were notified as of September 1953, that the buildings would be demolished within six months, and were asked to vacate. No new residents were accepted during the 1953-54 school year. By the first of September 1954, all residents had moved, and the veteran's housing unit was closed.

The Office of the Director of Personnel continues to assist faculty members and students in finding off-campus housing wherever possible. Approximately 60 men students have been housed in off-campus homes as of September 1954.

Ground was broken on April 9, 1954 for the new men's dormitory which should be completed in 1955.

Instruction will be given in the [illegible] of the Dean of Women. The [illegible] of Personnel and the Dean of Women attended all social functions [illegible] by the college, and assisted the Sorority Faculty Advisors in their duty. For Dean Dodge's [illegible], this is a pleasant duty which is performed as part of our regular work.

3. Student Faculty Advisory Council

During the past year, the projects have been held for the purpose of bringing the faculty advisor and the advisees into closer contact with each other. A [illegible] program of activities for these meetings was distributed to the members of the faculty, and [illegible] students were encouraged to meet their faculty advisor at the appointed time. A further implementation of this program is planned for the year [illegible].

4. Student Dormitory Program

This office has been attempting over the past two years to establish an adequate personnel dormitory program that will be in [illegible] to the major [illegible] and of assistance in the [illegible] of the majority of the [illegible] victims and the school [illegible]. Dormitory [illegible] have to do this in this area, but overload duties of the [illegible] that small the [illegible] of additional clerical help.

5. Housing

The lack of house [illegible] the school's development. The [illegible] has been in charge of the housing for men, and [illegible] for married students. This duty was taken over by the director of [illegible] when the latter [illegible] on [illegible], [illegible] the [illegible].

The men's dormitory, formerly known as [illegible] Hall, was dismantled in the summer of 1952 and the [illegible] that building a better or [illegible] the former dormitory residents [illegible] men's [illegible]. This was accomplished with approximately [illegible] student living in off-campus homes and living in the [illegible].

The 12 apartments for married students were [illegible] through the summer of 1951, when due to the building program [illegible] were [illegible] for [illegible]. Remaining living in the apartments were [illegible] as of September 1952, when the buildings would be demolished which are [illegible], and were [illegible] be [illegible]. In the [illegible] were [illegible] during the 1951-52 school year. By the close of September 1952, all [illegible] had moved, and the veterans' housing [illegible] was closed.

The office of the Director of Personnel [illegible] to assist faculty members and students in finding off-campus housing whenever possible. Approximately 60 men students have been placed in off-campus homes as of [illegible] 1952.

Owing [illegible] on April 9, 1952 the [illegible] housing [illegible] be completed in 1953.

L. Military Service and Veteran's Counseling

1. Selective Service

This office maintains contact with the student and his Selective Service Board, furnishing the local boards with an annual report of the student's progress, which forms are usually filed the end of June. In the month of October, a restatement to the local board is made on the basis of the student's matriculating for the current school year. Registration is also made for the student who is planning to do graduate work. This office also administers the Selective Service Qualifying Examination which is given twice each year; once in December and again in April, and on special occasions it has been administered also in May.

2. Procurement Service

For all branches of the Armed Services, this office acts as a point of dissemination of information for the various branches of the services. We entertain teams of recruiters, plan programs for the liaison between the college and the Armed Services. Once each year, in the month of October, a meeting is held of all non-veteran men students at which time a member of the State Selective Service Board, a member of the Marine Platoon Leader's Course, and a representative of the Army Reserve Unit speak to the students and answer their questions with respect to Selective Service. As a part of our program, we have endorsed the Marine Platoon Leader's Course as the Marine Corps ROTC equivalent and have encouraged our students to enter this program if they wish to be deferred from active duty until the completion of their college career. We have also sponsored the Army Reserve Unit on campus for the purpose of training men for more valuable service with the armed forces. This program does not necessarily defer a student from active service.

3. Veterans Administration

In 1953, Mr. Ulrich Neuner of the Business Education Department, was assigned to this office as Veterans Counselor and has operated as the contact man to the Veterans Administration in the enrollment of veteran students attending college under Public Laws 346, 16, and 550. He maintains records on the student's progress and letters of entitlement. He also acts as the liaison between the Registrar's Office and the Business Office with respect to the veteran's status.

M. Student Health Services

The college physician is directly responsible for the student health services and has on her staff one full-time nurse and three part-time nurses. The part-time nurses are graduate nurses who are planning to study for a Bachelor of Science degree. They receive full tuition, room and board in return for which they give a limited amount of service in the Infirmary during the week days and take turns on covering the dormitory during the weekends and holidays. The program of the student health services can be divided into three areas. First the preventive. Pre-admission examinations are given to all entering students and routine periodical examinations are given to all underclassmen. A program of chest x-rays for the identification of possible tuberculosis are given once each year. During the freshmen Orientation Program, each student is given an audiometer

I. Military Service and Veterans's Counseling

1. Selective Service

This office maintains contact with the Armed and the Selective Service Board, furnishing the local boards also as school report of the student's progress, which have proved highly filled the end of year. In the month of October, a representative in the local board is made on the basis of the student's qualifications for the current school year. Registration is also made for the students who is qualifying in or reserve work. This office also administers the Veterans Service Qualifying Examination which is given twice each year: once in December and again in April, and an special occasions it has been administered also in May.

2. Preservice Service

For all students of the Junior College, this office acts as a point of communication of information for the various branches of the services. It maintains lists of recruiting, plan programs for the liaison between the college and the local Services. Once each year, in the month of October, a meeting is held of all ex-veteran and students at which time a member of the State Selective Service Board, a member of the Marine Platoon Leader's Course, and a representative of the Army Reserve Unit speak to the students and answer their questions with respect to Selective Service. As a part of our program, we have sponsored the Marine Platoon Leader's Course at the Marine Corps Schools Quantico and have encouraged our students to serve this program if they wish to be deferred from active duty until the completion of their college career. We have also sponsored the Army Reserve Unit on campus for the purpose of training and the same valuable service will the armed forces. This program does not necessarily defer a student from active service.

3. Veterans Institutions

In 1953, Mr. Ulrich Bauer of the Business Education Department, was assigned to this office as Veterans Counselor and has operated as the contact man to the Veterans Administration in the enrollment of veteran students eligible under Public Laws 16, 16, and 550. He maintains records on the student's progress and lectures of continuance. He also acts as the liaison between the Registrar's Office and the Veterans Office with regard to the veteran's status.

II. Student Health Services

The college operates in directly responsible for the student health services and has on the staff one full-time nurse and three part-time nurses. The part-time nurses are graduate nurses who are planning to study for a Bachelor of Science degree. They receive full tuition, room and board in return for which they give a limited amount of service in the infirmary during the week days and also come on evenings the dormitory during the mornings and holidays. The program of the student health services does on divided into three areas. First the preventive. Pre-admission examinations are given in all entering students and routine periodical examinations are given to all undergraduates. A program of chest x-rays for the hospitalization of needy students underwriting are given each such year.

During the freshman orientation courses, much stress is given on mentaly

and eye test.

The second phase of the program is curative. In this phase the health services operate an infirmary for the diagnosis and treatment of minor ailments, first aid, and such medical assistance as can be rendered to the student. The psychiatric referral service is operated by recommendation from the Medical Officer. Students are referred to Dr. Gilman, from Montclair, for psychiatric service, if, in the estimation of the Personnel Department, the student can be aided by such service. The original treatment is paid for by the college, further treatments are paid for by the student.

The third phase of this service is the remedial. It has been found most helpful to the students to operate a program of diet control, treatment of acne, eyeglasses, and dental care, exercise for vitamin deficiency, and corrective physical education. The Medical Department also engages in a certain amount of individual counseling with students, with particular reference to their health problems.

N. Testing and Research

The Personnel Department is responsible for the administration of the testing program on college-wide tests. Among these would be included the Admissions Tests, the Freshman Orientation Program, the National Sophomore and National Teacher's Examinations, and the Selective Service Qualifying Examination.

Dr. Orpha Lutz was hired by the college in 1952 to work with this program in the evaluation and study of the programs of the college. She has prepared a number of studies based on the testing programs, reports of which are filed in the Office of the President. This office also exercises some liaison with the classroom-testing program by assisting the faculty in planning and procuring tests, and by the scoring of tests through the IBM test-scoring machine. We have encouraged the use of our test-scoring service by the public high schools in our area, and as a result we have scored approximately 22,600 papers during the school year 1953-54, for which we have charged and received $859.80. Because of the volume of work at peak loads, we have hired a part-time worker to assist with the test scoring. Thereby, paying for all expense of the test-scoring machine, and hence operating it at no expense to the college.

O. Miscellaneous Services

As a necessary part of carrying on the services listed above, certain miscellaneous programs have been carried on.

In order to further implement the efficiency of the Registrar's Office, we have instituted certain changes in our IBM Registration Program. By making a change in our key punch machine, we were able to increase its facility and implement an extended program. With this extended program we are now able to publish class lists to the faculty to act as a check upon the cards received. Then at the end of the semester, by forwarding all cards to IBM in Newark, they supply us with printed forms of the student report card and compiled records of the academic achievement of all students. The printed report card need only be folded and slipped into a window envelope for mailing. A school directory is also printed by the IBM cards, and the selective service academic rating is done in this manner. This method saves a considerable amount of clerical time and provides us with much more adequate and accurate information.

The school duplicating services are also operated in this office, and during the year 1953-54 this office did 252,610 mimeograph copies, 56,305 rexograph copies, and 5,242 photostats. Detailed report of this service will be found as an appendix to this report.

and up load.

The second phase of the program is complete. In this phase the health services reports on activity for the diagnosis and treatment of other illnesses, injury etc. and such medical assistance as may be rendered to the student. The nonmedical personal service is provided by professionals from the medical officers. Students are referred to the medical officer, for preliminary service, or, in the evening of the Personnel department, the student can be seen by such agencies. The original Service and is paid for by the college. Further investigation are paid for by the student.

The third phase of this service is the research. It has been found vital to the students to provide a program of diet counsel, knowledge of nutrition, and dental care, assistance for disadvantaged students, and certain special education. The medical department also engages in a certain amount of individual counselling with students, with particular reference to their health problems.

8. Testing and Research

The Personnel Department is responsible for the administration of the testing program on college-wide basis. Among these would be included the Aptitude Test, the Freshman Orientation Program, the National Teachers and National Teacher's Examinations, and the Scholastic Aptitude Combined Examinations.

Dr. Frank Lido was hired by the college in 1962 to work with this program in the evaluation and study of the progress of the college. He has prepared a number of studies based on the testing program, reports of which are filed in the office of the President. This office also services liaison with the classroom-testing program by assisting the faculty in planning and presenting tests, and by the scoring of tests through the test-scoring machine. We have commenced the use of mid test-scoring service by the public high schools in our area, and so a beginning has served approximately 12,000 papers during the school year 1971-72. For ease of use we have designed and received 5000 IBM. Because of the volume of work at peak loads, we have hired a part-time worker to assist with the test scoring. Thereby, paying for all expenses of the test-scoring machine and hence operating it at no expense to the college.

9. Miscellaneous Services

It is a necessary part of carrying on the services listed above, miscellaneous services have been carried on.

In order to further implement the efficiency of the Registrar's Office, we have instituted certain changes in our IBM registration forms. By making a change in our key punch machine, we were able to increase the facility and information on enrolled students. With this special program we are now able to publish class lists in the faculty in not as a short open lab work sheet. Thus as the end of the semester, by forwarding all cards to IBM in Texas, they simply do what printed form of the student report card and mailing a copy of the academic achievement of all students. The printed report card need only be folded and slipped into a clear envelope for mailing. A second discovery is also printed by the IBM cards, and the selective series academic rating is done in this manner. This method avoids a considerable amount of clerical time and provides us with much more security and accurate information.

The school tool catalog services are also expanded for this office. During the year 1972-73 this office did 200,000 mimeograph copies, 2,000 photocopies, and 5,000 duplicates. Detailed report of this service will be found at is appendix to this report.

II. The Graduate Program in Personnel and Guidance

The success of the Graduate Program has necessitated the hiring of a number of visiting professors to assist the teaching of the courses. Which courses, incidentally, carry an average load of 60 to 70 students in each semester. The program now has the second largest enrollment in the Graduate Program, exceeded only by the Administration and Supervision Division.

Among the visiting professors hired for this program were, Mr. Paul Cambreleng, Professor of Personnel Relations, Newark College of Engineering; Mr. Robert Darling, Supervisor of Guidance for the State of Delaware; Mr. Franklin Connolly, State Supervisor of Guidance for the State of New Jersey; Mr. Robert Polglaze, Director of Guidance, Bloomfield Junior High School; Dr. Mary Holman, Director of Guidance, Orange Public Schools, Orange, New Jersey; Dr. Francis Tomedy, Director of the Psychological Clinic of the Child Guidance Bureau, City of Paterson; Mr. John Radasch, Supervisor of Guidance for the State of New Hampshire; Dr. Abraham Gelfond, Director of Guidance, Linden Publis Schools, Linden, New Jersey. Because of the large size of these graduate classes and the large number of students from other departments of the college who elected to take these courses, it was found desireable to establish a coffee hour for the majors in Personnel and Guidance to be held once a month at which time the majors could have personal contact with the head of the department for their own personal problems. These meetings were held on the second Tuesday of each month and the average attendance at the meetings was thirty students. The program was so successful that it has been decided to be continued in the present year. During the year 1953-54, a slight revision in the titles of some of the courses on the graduate program were made in order to include the word guidance in the title of the courses thus making them more applicable to the present certification requirements. This program has graduated approximately twenty-five masters degrees during each school year.

III. Community Activities of the Director of Personnel

The Director of Personnel serves on the City Civil Defense Council as a representative of the college which has been designated as zone 13. In this capacity a direct line telephone connection was established with the Montclair School System and the services of the college were offered as an auxiliary control center in case of disaster. It was also planned to use the college facilities as an evacuation center for people evacuated from the New York metropolitan area.

As a member of the Kiwanis Club of Montclair, the Director of Personnel acted as a chairman of the Boys and Girls Work Committee in charge of awarding scholarships donated by the Kiwanis Club. In the year 1953, he also acted as program chairman for the club and had the opportunity to present to the Club a number of the college facilities and aided materially in bringing members of the Club to the assistance of the college in the War Memorial Fund Drive. During the year 1954, he served as Chairman of the Vocational Guidance Committee of the Club and had a further opportunity to implement the program of guidance at the college and the interest of the local people in vocational guidance.

The Director of Personnel has been most active in the work of the New Jersey Personnel and Guidance Association serving on a number of committees and acting as chairman of the committee to revise the certification requirements for guidance counselors. This program was brought to a successful conclusion when the revised certification requirements were presented to the State Department and accepted by the State Board of Education. The

II. The community theatre in Fairwood and Colchester

The success of the Community Theatre has encouraged the staff of a number of visiting companies to exploit the facilities of the theatre. Which course, incidentally, entails an average loss of £5 on 70 concerts in each district. The theatre was the one remaining English establishment in the Commonwealth, occupied only by the Salvation Army and Tuesday Afternoon Lectures.

Among the visiting performers listed for this year's theatre were, Mr. Paul Robeson, Professor of Personal Relations, Sheriff Collins of Lightwaring; Mr. Robert Spalding, Superintendent of Gardens for the City of Lightwaring; Mr. Prentis Cornelly, State Superintendent of Gardens for the State of Sir-Lorry; Mr. Sir-Lee Pringles, Minister of Tourism, Industrial Trades and Friendly; Mr. Mary Fairbrother, Warden of Gardens, Orange Public Schools, Orange, New Jersey; Dr. Prentis Cornelly, Director of the Psychological Clinic of the Public Guidance Bureau, City of Fairwood; Mr. John Tolsted, Superintendent of Gardens for the State of the Monarchy; Dr. Andrew Collins, Superintendent of Gardens, Lion Public Schools, Lion, New Jersey. Because of the large size of these productive gardens and the large number of students from other departments of the colleges who elected to take these courses, it was found desirable to organize a series here for the majors in Personal and Guidance to be held once a month at which time the students could have personal contact with the head of the department for their own personal problems. These meetings were held in the Annual Theatre of each month and the average attendance of the meetings was thirty students. The program was so successful that it has been decided to be continued in the present year. During the year 1953-54, a slight variation in the title of some of the courses on the program pamphlet were made in order to emphasize the guidance in the title of the courses that might have been complicated by the present certification requirements. This program has grossed approximately twenty-five hundred dollars during each annual year.

III. Community initiative of the director of Personnel

The director of Personnel serves on the City Civil Defense Council as a representative of the colleges which has been designated as zone 13. In this capacity a direct line telephone communication was established with the Metropolis Federal Bureau and the services of the colleges were offered as an auxiliary central center in case of disaster. It was also planned to use the college facilities as a reception center for people evacuated from the New York metropolitan area.

As a member of the Rotary Club of Brooklyn, the director of Personnel acted as a chairman of the Boys and Girls Work Committee in charge of assisting rehabilitation funded by the Rotary Club. In the year 1951, he also acted as program chairman for the club and had the opportunity to present to the Club a number of the college facilities and client materials in providing members of the Club to the assistance of the colleges in the Rotary Club Drive. During the year 1953, he served as chairman of the Vocational Guidance Committee of the club and had a further opportunity to implement the program of guidance of the colleges and the interest of the Rotary Club in vocational guidance.

The director of Personnel has been most active in the work of the Jersey Personnel and Guidance Association serving as a member of committees and acting as chairman of the committee to revise the certification requirements for guidance workers. This program was carried out in a successful manner when the revised certification requirements were presented to the State Department and accepted by the State Board of Education. The

new requirements are to be published in the revised edition of the Handbook. The Director of Personnel was appointed as the new editor of the monthly guidance News Letter published by the New Jersey branch of the American Personnel and Guidance Association. This officer has been asked to speak as a part of the panel groups on every meeting of the New Jersey Guidance and Personnel Association during the past two years. He was invited by the Federal Office of Education to participate in the North Atlantic Regional Conference of Guidance Supervisors and Counselor Trainers held at Asbury Park, New Jersey, in 1953, and at Lehigh University in 1954. This officer has continued to represent the college at a number of career conferences held throughout the State during the past year, although the major portion of this work has been taken over by the State Recruitment Committee. During the past year, this officer prepared and had printed two brochures for distribution to the high schools, one a poster on the scholarship offerings at Montclair, and the other a poster on the curricular offerings at Montclair including the new curricula. Among some of the other duties and activities may be included membership in the New York School Masters Club of which Dr. Chapin was one of the charter members. To be chosen for membership in this club is an honor. This officer was also invited in 1952-53 to membership in the Rho Chapter of Phi Delta Kappa, the National Honorary Educational Fraternity. Rho Chapter is the New York University Chapter. This officer was also invited to take an active part in the programs of the New York University Conference on Higher Education and the Conference on the History of Education. It is also a distinct pleasure to include in this report that on June 9, 1954, this officer was awarded the Doctor of Philosophy Degree by New York University. The title of the dissertation was The Origin and Development of the New Jersey State Teachers College at Montclair, 1908-1951.

IV. Recommendations

1. With the increased student body there will be a need for more instructional time on the undergraduate level. With the retirement of Dr. Sperle there is a need for more instructional time on the graduate and undergraduate levels in psychology. With the increased student body there will be a real need for additional counseling help, preferably in the male area. Therefore: It is recommended that one additional person be assigned to the Personnel Department to teach Integration 100 and 200, to counsel men students, to administer the new men's dormitory, and to teach in the graduate program.

2. With the emphasis now being placed on the school guidance program and with the opportunity for elective courses on the undergraduate level in the near future; It is recommended: that in the program of elective courses on the undergraduate level there be included a course in the Principles and Techniques of Guidance.

3. With the increased enrollments and facilities, greater demands will be made upon the Personnel Department, therefore, it is recommended that serious thought be given to increased physical facilities for the operation of this department. Specifically:- space for private counseling; space for special counseling devices - testing and interviewing; space for record storage and processing; space for adequate operation and the material storage required for duplicating services; additional equipment for micro-filming and micro-reading of all permanent records.

4. In line with recommendations #3 and #1, consideration should be given

our recommendations are to be published in the revised edition of the handbook.

The director of Personnel was appointed as the new editor of the monthly guidance news letter published by the New Jersey Branch of the American Personnel and Guidance Association. This editor has been asked to serve as a part of the panel group on every meeting of the New Jersey Guidance and Personnel Association during the past two years. He was invited by the Federal Office of Education to participate in the North Atlantic Regional Conference of Guidance Supervisors and Counselor Trainers held at Asbury Park, New Jersey, in 1957, and at Rutgers University in 1958. This editor has continued to represent the college as a member of career conferences held throughout the State during the past year, although the major portion of this work has been taken over by the State Vocational Guidance Committee. During the past year, this editor presented and had printed two bulletins for distribution to the high schools, one a paper on the underlying objectives as Counselor, and the other a paper on the curricular activities at Montclair, including the one course. Among some of the other duties and activities may be included membership in the New York Career Guidance Club of which Dr. Chapin was one of the charter members. To be chosen for membership in this club is an honor. This editor was also invited in 1957-58 to participate in the Film Chapter of the Delta Lambda, the National Honorary Guidance Fraternity. The Chapter in the New York Metropolitan Area. This editor was also invited to take an active part in the programs of the New York University Conference on Higher Education and the Conference on the History of Education. It is also a distinct pleasure to include in this report that on June 3, 1958, this editor was awarded the Doctor of Philosophy Degree by New York University. The title of the dissertation was The Origin and Development of the New Jersey State Teachers College at Montclair, 1908-1931.

IV. Recommendations

1. With the increased student body there will be a need for more instructional time on the undergraduate level. With the retirement of Dr. Jerrie there is a need for more instructional time on the graduate and undergraduate levels in psychology. With the increased student body there will be a need for additional counseling help, preferably in the male area.
Therefore: It is recommended that one additional person be employed in the Personnel Department to teach Investigation 100 and 200, in counsel one students, to undertake the new job's duties, and to teach in the graduate program.

2. With the separate new being placed on the school guidance program and with the accompanying the elective courses on the undergraduate level in the near future; it is recommended. That in the periods of identity courses on the undergraduate level there be included a course in the Principles and Techniques of Guidance.

3. With the increased enrollments and facilities, greater demands will be made upon the Personnel Department, therefore, it is recommended that serious thought be given to increased physical facilities for the operation of this department. Specifically:- room for private counseling; space for special counseling devices - testing and interviewing; space for record keeping and counseling; space for advisees appointments and the secretary; charges required for duplicating services; additional contacts for photo-finishing and slide-making as well department income.

4. In line with recommendations #1 and #3, consideration should be given

to the operation of a guidance clinic that would work in cooperation with public schools and use the College High School as an experimental laboratory. Such a clinic would need equipment and supervision.

5. In view of the unique program in operation at Montclair State Teachers College, the specialized student body enrolled, and the need for secondary school teachers, it is recommended that Montclair operate its recruitment program apart from the State committee which best serves the needs of the elementary training colleges. The high school counselors have expressed their personal displeasure at the inadequacy of the information received by this austerity program in various parts of the State. It is the opinion of this officer that this program has done Montclair State Teachers College more harm than good. It has dissipated our efforts by requiring that we speak for all six colleges while in turn the other five colleges are not well enough acquainted with the Montclair State Teachers College program to answer the students questions.

6. In view of the fact that this college was established in 1908 and that it will be fifty years old in 1958, it is recommended that the president appoint a committee to prepare a golden anniversary celebration for the year 1957-58 to culminate in appropriate cultural and educational demonstrations.

Respectfully submitted,

Earl C. Davis

Earl C. Davis,
Director of Personnel

Respectfully submitted,

[illegible]

[illegible]
Secretary of Commerce

PERSONNEL DEPARTMENT - Table No. 1

SCHOLARSHIPS AND FELLOWSHIPS

	1952-53		1953-54	
	No.	Value	No.	Value
State Scholarship	94	9400	96	9600
Work Scholarship	140	14000	144	14400
Laboratory Assistants	11	1650*	12*	1800*
Waitresses	30	4500*	30*	4500*
Grace Freeman	3	300	4	400
John C. Stone	1	100	1	100
Edward Russ	2	265	2	200
Passaic-Bergen Symphonic	0	0	1	100
C.O.S. Howe	0	0	2	75
Chapin Loan Fund	7	787	5	700
Holz Foreign Exchange	3	300	3	300
Public Laws 16, 346, 550	36	3600+subs.	60	6000+subs.
State of New Jersey Foreign Exchange	7	700	4	400
	334	38,602	364	38,575

Approximate *

[illegible] AND [illegible]

	1952-53		1953-54	
	No.	Value	No.	Value
State Scholarship	[illegible]	[illegible]	96	9600
Work Scholarship	110	11000	144	14400
Laboratory Assistants	11	1800*	12*	1800*
Waitresses	30	1500*	30*	1500*
Door Prefects	2	200	1	100
John G. Fiske	1	100	1	100
Edward Fox	2	267	2	200
Fassett-Jerpson Lyceum	0	0	1	100
C.O.S. Fund	2	0	2	75
Chapin Loan Fund	7	187	2	200
Sofia Ferrigno Scholarship	2	300	1	300
Public Law 16, 16, 550	36	3000 hours.	60	6000 hours.
State of New Jersey Foreign Scholarships	7	700	4	400
	246	27,800	246	34,575

Approximate *

PERSONNEL DEPARTMENT - Table No. 2

SUMMARY OF MIMEOGRAPHING
Sept. 1953 to August 1954

Department	No. of Copies
Art	1,175
Business Education	3,625
English	16,485
Geography	2,735
Integration	33,325
Language	3,305
Mathematics	10,200
Music	14,660
Phy. Education (Men)	2,425
Phy. Education (Women)	1,125
Psychology	2,385
Science	11,675
Social Studies	41,055
Speech	15,700
Dean of Instruction	7,815
Alumni	260
Book Store	300
Business Office	3,975
College High School	4,175
Dean of Women	3,575
Library	4,250
Medical Office	2,925
Miss Favor	6,550
Personnel	1,675
President	9,590
Publicity	2,915
Miscellaneous	23,080
Registrar	7,850
T. V.	3,200
Visual Aids	1,250
Admissions Office	9,350
TOTAL	252,610

SUMMARY OF MIMEOGRAPHING
Sept. 1st to Aug. 31st (59)

Department	No. of Copies
Art	1,175
Business Education	1,629
English	16,185
Geography	6,715
Introduction	33,325
Language	3,305
Mathematics	10,200
Music	11,660
Phy. Education (Men)	3,165
Phy. Education (Women)	1,125
Psychology	2,785
Science	11,675
Social Studies	41,005
Speech	15,705
Dean of Instruction	7,115
Alumni	150
Book Store	300
Business Office	3,915
College High School	6,175
Dean of Women	3,575
Library	6,750
Medical Office	2,925
Nine Mayor	6,550
Personnel	1,975
President	9,500
Publicity	2,715
Reconciliations	23,000
Registrar	5,500
T. V.	3,300
Visual Aids	1,750
Admissions Office	8,350
TOTAL	252,610

PERSONNEL DEPARTMENT - Table No. 3

SUMMARY OF REX-O-GRAPHING
Sept. 1953 to August 1954

Department	No. of Copies
English	455
Language	13,825
Mathematics	2,080
Music	2,870
Phy. Education (Men)	1,780
Phy. Education (Women)	450
Science	700
Social Studies	2,620
Business Office	1,160
Dean of Women	450
Medical Department	100
Students & Miscellaneous	4,395
Admissions Office	100
Personnel	1,960
Dean of Instruction	3,330
Business Education	2,230
Integration	4,260
Alumni	750
Television	11,570
Speech	1,220
TOTAL	56,305

PERSONNEL DEPARTMENT - Table No. 4

SUMMARY OF PHOTOSTATING
Sept. 1953 through Aug. 1954

Department	No. of Copies
Registrar	3,346
Miss Favor	1,345
Miscellaneous	255
Music	120
Integration	65
President	52
Business Office	59
TOTAL	5,242

PROGRESS REPORT - Table No. 3

SUMMARY OF NON-I-DEPARTMENT
Sept. 1957 to August 1958

Department	No. of Copies
Engineering	455
Language	13,125
Mathematics	2,080
Music	3,670
Ph. Education (Men)	2,720
Ph. Education (Women)	920
Science	720
Social Studies	2,320
Business Office	3,360
Dean of Women	320
Medical Department	120
Students & Miscellaneous	8,365
Administrative Office	320
Personnel	1,760
Dean of Instruction	3,120
Continuing Education	2,320
Interpreting	1,480
Library	720
Television	12,520
Speech	1,320
TOTAL	55,365

PRODUCTION DEPARTMENT - Table No. 4

SUMMARY OF PRODUCTION
Sept. 1957 through Aug. 1958

Department	No. of Copies
Registrar	2,720
Film Vaper	1,245
Miscellaneous	255
Music	120
Interpreting	320
Travelers	55
Business Office	55
TOTAL	5,320

PERSONNEL DEPARTMENT - Table No. 5

SUMMARY OF TEST SCORING SERVICE
Sept. 1953 through August 1954

Date	School	No. Papers	Amount
Oct. 1953	Jersey City State Teachers College	665	$16.15
	MSTC - Dr. Ingebritsen	43	no charge
	Passaic Valley High	153	4.13
	MSTC - Dr. Davis	320	no charge
	Weehawken High School	248	9.92
	St. Benedict's, Newark	512	8.96
	Newark State Teachers College	410	10.25
	Montclair High	1784	35.68
Nov. 1953	Belleville High School	596	17.88
	Jefferson High, Elizabeth	333	9.99
	Battin High, Elizabeth	410	12.30
	Memorial High, West New York	1030	54.43
	Immaculate Conception, Montclair	62	1.86
Dec. 1953	Jersey City State Teachers College	45	2.25
	College High School, Montclair	60	no charge
	Elizabeth	960	28.80
	Passaic Valley High School	157	4.71
	Fort Lee High School	199	4.96
	Montclair High	285	8.55
Jan. 1954	H.L. Bain, West New York	1118	28.71
Feb. 1954	Jersey City State Teachers College	259	5.92
	School #5, West New York	1318	34.29
	Little Falls Elem. School	430	12.90
	Montclair High School	87	2.61
	Passaic Valley High	179	5.37
	Belleville Public Schools	1092	29.12
Mar. 1954	College High School	28	no charge
	Newark State Teachers College	162	16.20
	Glassboro State Teachers College	131	13.10
	Trenton State Teachers College	396	39.60
	Jersey City State Teachers College	246	27.51
	Paterson State Teachers College	155	15.50
	Montclair State Teachers College	386	no charge
Apr. 1954	MSTC - Dr. Ingebritsen	63	no charge
	College High School	534	no charge
	Passaic Valley High	209	6.27
	Memorial High, West New York	933	109.83
	Springfield Regional	491	24.55
	West New York	767	33.31
May 1954	Verona High School	227	11.35
	School #4, West New York	877	39.80
	Jersey City State Teachers College	17	1.70
	Jersey City State Teachers College	19	1.90
	Paterson State Teachers College	23	2.30
	Newark State Teachers College	24	2.40
	Montclair High School	684	34.20
	Trenton State Teachers College	22	2.20
	Passaic Valley High School	118	5.90

[illegible] - Table No. 5

[illegible] in [illegible] [illegible]
Sept. 1951 through August 1952

Date	School	No. Papers	Income
Oct. 1951	Jersey City State Teachers College	665	$16.15
	WOMC - Dr. Lagodzinsky	43	no charge
	Passaic Valley High	153	4.13
	WOMC - Dr. Lovie	320	no charge
	Tenafly High School	308	7.92
	St. Benedict's, Newark	312	6.96
	Newark State Teachers College	420	10.65
	Montclair High	1724	35.63
Nov. 1951	Belleville High School	596	17.80
	Jefferson High, Elizabeth	323	5.99
	Battin High, Elizabeth	410	12.30
	Memorial High, West New York	1030	51.41
	Immaculate Conception, Montclair	52	1.80
Dec. 1951	Jersey City State Teachers College	45	1.35
	College High School, Montclair	60	no charge
	Elizabeth	950	36.80
	Passaic Valley High School	157	4.71
	Fort Lee High School	159	4.95
	Montclair High	265	8.55
Jan. 1952	N.J. Univ., West New York	1112	28.71
Feb. 1952	Jersey City State Teachers College	455	5.92
	School 25, West New York	1314	34.29
	Little Falls Elem. School	430	12.90
	Montclair High School	67	2.61
	Passaic Valley High	175	5.37
	Belleville Public Schools	1092	29.12
Mar. 1952	College High School	26	no charge
	Ramapo State Teachers College	182	14.20
	Glassboro State Teachers College	131	13.10
	Trenton State Teachers College	396	39.60
	Jersey City State Teachers College	546	27.51
	Paterson State Teachers College	155	13.50
	Montclair State Teachers College	346	no charge
Apr. 1952	WOMC - Dr. Lagodzinsky	63	no charge
	College High School	436	no charge
	Passaic Valley High	209	6.27
	Memorial High, West New York	913	109.53
	Orphanaid Technical	1021	31.95
	West New York	747	13.31
May 1952	Ramapo High School	277	12.32
	School 25, West New York	677	30.60
	Jersey City State Teachers College	17	1.70
	Jersey City State Teachers College	39	1.00
	Paterson State Teachers College	23	2.30
	Newark State Teachers College	36	3.60
	Montclair High School	444	[illegible].20
	Trenton State Teachers College	22	2.20
	Passaic Valley High School	132	3.60

PERSONNEL DEPARTMENT - Table No. 5 Con't

Date	School	No. Papers	Amount
May 1954	MSTC - Dr. Davis	62	no charge
	Glassboro State Teachers College	42	4.68
	Belleville High School	597	20.69
	Passaic Valley High School	369	3.69
	Jersey City State Teachers College	88	4.40
	Woodrow Wilson Jr. High, Weehawken	112	8.96
	Fort Lee High School	322	10.18
	West New York	918	34.25
June 1954	Belleville High School	96	3.42
	Passaic Valley High School	92	4.60
	Jersey City State Teachers College	31	3.10
	Newark State Teachers College	5	.50
	Montclair High School	599	23.97
	TOTAL	22,600	$859.80

Placement Statistics - Table No. 2 Part 1

Date	School	No. Placed	Amount
May 1952	WMSC - Dr. Davis	45	[illegible]
	Glassboro State Teachers College	20	1.00
	Bellaville High School	507	50.40
	Passaic Valley High School	309	3.60
	Kearny City State Teachers College	8	1.10
	Boulder Villa Co. High, Boulder	112	8.20
	Fair Lawn High School	207	10.30
	Ben Ben Tree	720	34.25
June 1952	Bellaville High School	56	3.10
	Passaic Valley High School	27	1.00
	Kearny City State Teachers College	31	2.10
	Kearny State Teachers College	7	.50
	Montclair High School	309	23.37
	TOTAL	2,600	[illegible]

INSTRUCTIONAL AID

1. Introduction
   Purpose and content of the course, method to be used, requirements of the course, the text and its use, outside reading, related problems and projects.
   Text: Psychology of Personal and Social Adjustment, Henry C. Lindgren
   American Book Company.

2. The Study of Human Behavior. Chapter I, pp 1-19.
   Overall behavior, emotional maturity, tolerance and acceptance, environment defined, dynamic approach to behavior.
   Problems and Projects.
   1. Is there a normal person?
   2. How does one judge emotional maturity in oneself - in others?
   3. Discuss environment vs heredity as molding factors.
   4. How do your friends (anonymous) rate as normal adults. How do they rate you? How do you rate yourself?

3. Development of Personality: The Self, Chapter II, pp 21-36.
   Understanding yourself, the nature and concept of self. Levels of needs, areas of conflict.
   Problems and Projects.
   1. Do you find self-analysis easy or difficult? Helpful or harmful?
   2. What do you think are your basic emotional needs here at college? Are they/ously satisfied? If not, how can the college help satisfy them.
   3. Is "conscience" or "honor" a fair guide to behavior? Will it conform to society's interpretation of right or wrong?
   4. Recall your childhood. Can you trace some of your personality traits to specific happenings or influences of those years?

4. Functioning of Unconscious Processes. Chapter 3 pp 39-57
   Unconscious motivation, conscious mind, repressions, feeling-tone, anxiety.
   Problems and Projects.
   1. If the unconscious is overemphasized, may individuals and society use it as an excuse for behavior?
   2. Repression - Self-control. Discuss the merits of each.
   3. Rate yourself on anxiety. List specific ways in which you as a student will find it a special aid.

5. Book Reviews by two student teachers.
   Books to be chosen from suggested reading on Chapters 1-3 inclusive.

6. Written Quiz. Chapters 1 to 3 inclusive.

7. Emotion: Threat, Anxiety and Hostility. Chapter 4 pp 60-84
   Varieties of emotion, motivation by threat, anxiety vs fear, causes of anxiety, expressive hostility.
   Problems and Projects.
   1. Is over-repression or non-expression of emotions the greater deterrent in the life of a student?
   2. How can creative expression solve one's problem of hostility. Be specific.
   3. How are natural anxiety and threat met in our SGA elections?

8. Emotions: Patterns of Defense and Escape. Chapter 5. pp 87-102.
Effects of anxiety, substitution, sublimation, daydreaming, regression, obsession.
Problems and Projects.
1. If you find yourself using one of the above methods of emotional escape, what steps would you take to correct this?
2. Discuss the values and harms of daydreaming.
3. Is a person who commits suicide sane or insane at the time?

9. Emotions: Patterns of Defense and Escape. Chapter 5. pp 102-120.
Repression, rationalization, projection, retreat, drugs and alcohol, psychotherapy, group therapy.
Problems and Projects.
1. Is there a danger of our society being too prone to seek psychoanalysis for the ordinary problems of life?
2. Do you approve of group therapy?
3. How does college life provide non-professional group therapy? Can we improve this here?

10. Struggle against Shyness and Feelings of Inferiority. Chapter 6. pp 124-138.
Shyness, guilt feelings, what makes them, real self vs idealized self.
Problems and Projects.
1. Arrange a class panel discussion with self-analyzed extroverts vs. introverts. Discuss shyness and its effects on the college students life.
2. Is it possible to hold ideals which are too high?

11. Struggle to become Independent and Self-reliant. Chapter 7. pp 140-157.
Interdependence and over dependence in adolescents, parents, adults.
Problems and Projects.
1. What teaching methods create independence of the pupil?
2. What methods promote over-dependence on the teacher by the pupil?

12. Book reviews by two student teachers.
Books to be chosen from suggested readings on Chapters 4 to 7 inclusive.

13. Oral Quiz. Chapters 4 - 7 inclusive.

14. Forces That Mold vs. Determinants of Personality. Chapter 8. pp 159-178.
Outside influences on personality: physical, constitutional, cultural, sexual. Group determinants.
Problems and Projects.
1. Name three "Sin" student behavior patterns which could and should be improved. (i.e. [illegible] talking in the library)
2. Does the faculty hold behavior standards which should be more realistic?

15. Forces that Mold Us. Social Class and Status. Chapter 9. pp 181-201.
Social classes in community and in college, characteristics of classes, adjustment problems due to classes, upward mobility.
Problems and Projects.
1. Does America have a class system?
2. Are social classes recognizable in our school?
3. Are there any values to a social class system?

16. What happens in Groups? Chapter 10. pp 203-223.
Interpersonal actions and reactions, groups satisfy needs, group dynamics, role of the leader.
Problems and Projects.
1. Step by step show how the interview between Joe and Mr. Barnes can be improved.
2. What attitudes will you strive for when seeking your first teaching position?
3. What can you and are you doing now to learn to sell yourself to others.
4. Discuss types of leaders.

17. Communication: the Process of Social Interaction. Chapter 11. pp 226-241.
Getting along with others, break down of social communications, family relations, communications help maintain the group.
Problems and Projects.
1. Do you find most of your social problems can be solved by talking them over? Is this as true for men as for women?
2. Would the world leadership role of the United States be improved if we required all students to learn several languages?
3. Are social communications between students and teachers at MSTC adequate?

18. Communications: The Process of Social Interaction. Chapter 11. pp 241-256.
Propaganda, distortions, rumor, education.
Problems and Projects.
1. Prepare a "Voice of America" program as nearly perfect in social communications as you are able.
2. How can communications upward from student to instructor be improved?

19. Adjustment Factors in Employment. Chapter 12. pp 259-279.
Work, money, frustration, emotional climates on the job, employers role in adjustment.
Problems and Projects.
1. Should ones job be a means to an end or the goal in ones existence?
2. What specific things can be done to improve working conditions of beginning teachers?
3. How can you prepare yourself for job happiness and security?

20. Book reviews by two student teachers.
Books to be chosen from suggested readings. Chapters 8-12 inclusive.

21. Written Quiz. Chapters 8-12 inclusive.

22. Choosing a Vocation: Self Appraisal. Chapter 13. pp 282-295.
Vocational choice, self-evaluation, skills, professional counselors.
Problems and Projects.
1. Does an objective appraisal of yourself and an understanding of the teaching profession still indicate you wish to be a teacher?
2. Do you feel you have been given the opportunity for sufficient professional counseling?

23. Choosing a Vocation: Study of an occupation. Chapter 14. pp 296-322.
Sources of information, occupational trends, working conditions, unions and professional societies, placements.
Problems and Projects.
1. Do you approve of unionization of teachers?
2. Should teachers come under the social security status?
3. Are teachers underpaid or is this a statement of former fact?

24. Getting an Education: Intelligence. Chapter 15. pp 324-346.
Intelligence and mental health, social status, measurements, uses of I.Q. tests, heredity and environment.
Problems and Projects.
1. Should or should not a child be told his I.Q.?
2. Have the Kuder Preference tests been of value to you?
3. Who is Terman and what is the long term test he is running on super-intelligence?

25. Getting an Education: Learning. Chapter 16. pp 347-361.
Learning and mental health, theories of learning; conditioning, trial and error, insight, adjustment and growth; three approaches to education and learning.
Problems and Projects.
1. Have you definite plans for improving your methods of learning while at college?
2. What method of note taking, memorizing, etc. have you found most effective?
3. Does MSTC provide adequate space and quiet for effective study?

26. Getting an Education: Learning. Chapter 16. pp 361-374.
School learning situation, competition, transfer of training, role of student in learning, test norms.
Problems and Projects.
1. How do you prepare for a test?
2. Should college students have attendance and participation?
3. What are some of the best ways to maintain class discipline at the high school level?

27. Building Sound Relationships Between the Sexes. Chapter 17. pp 377-404.
Early childhood experiences, later childhood experiences, adolescence, courtship, dating, obstacles of courtship and marriage. The working wife, marriage and emotional maturity.
Problems and Projects.
1. Are there good reasons for a long engagement?
2. Do you agree love is not sufficient basis for marriage? That emotional maturity, similar tastes, good family relationships, etc. are necessary?
3. What can you students do to maintain a high standard of behavior for boys and girls at parties, dances, etc.
4. Is it true that happy marriages are born, not foreordained?

28. Patterns of Deviation: Psychopathic and Abnormal. Chapter 18. pp 408-430.
Meaning of abnormal, inferiority, personality, rebellious personality, neurosis and psychosis. Rehabilitation, recovery, punishment, prevention of deviant behavior.
Problems and Projects.
1. Do you feel you would be able to know when your behavior went from the normal to the abnormal?
2. Is prevention of abnormal behavior on a large scale possible? How?
3. Evaluate your own emotional maturity.

29. Integrative and Disintegrative Factors in Mental Health. Chapter 19. pp 433-455. Homeostasis, everyday life therapeutics, religion. Disintegrative factors, struggle for power, prejudice, war.

29 Continued.

Problems and Projects.

1. Does the fast pace, up-set, aspect of our present world offer an excuse for the failure of young people to be mature adults?
2. Among your friends is conformity or individuality the most desired state?

30. Toward Better Mental Health. Chapter 20. pp 458-471

Understanding, acceptance, respect, self-direction. Group action to give mental health to others, Public Education, parent education.

Problems and Projects.

1. Do you have trouble accepting yourself and your life situation?
2. Is everyone to be held non-responsible for biological functions as Kinsey suggests or do we all have an obligation to society, to the family and the American way of life?
3. Should sex education be taught in the schools?

New Jersey State Teachers College at Montclair

Graduate Division

Report to the President
Academic Year
1953 - 1954

1. Developments and Trends

Additions to Graduate Offerings

Dr. Morrison's letter of November 9, 1953 asked that we hold up any further graduate offerings until there had been a complete revision of standards for graduate instruction in New Jersey.

Although Dr. Morrison made two different proposals during the year through Dr. Partridge's office for additional graduate offerings at Montclair, it was not until July 12, 1954 at Administrative Council meeting that we learned that the Standards had been completed, and approved by the State Board of Education on May 14, 1954. Copies of the new standards are now being made for distribution to the Graduate Committee in the fall.

We had, previous to the past year, done considerable work on a proposed third major in Integration. This was first given a great deal of planning, discussion and thought by the Integration Department and, then, was presented to the Graduate Committee. The Graduate Committee recommended it for consideration by the Administrative Council but no final action has been taken. Now that the State Standards have appeared, it might be well to give our attention to the proposed addition in the Integration Department, and to consider various other proposals for enriching our graduate offerings.

Review of Policies

A review of policies in the Graduate Division furnished one center of attention in our graduate committee meetings of the past semester. This took as a point of departure the policy statement prepared in the office of the Dean of Instruction and distributed to the graduate committee in 1948. The policy statement, as revised and accepted by the graduate committee, became a part of the minutes of the graduate committee under date of May 11, 1954 and has been distributed to all members of the committee, to our administrative officers, and to all heads of departments.

The statement of policies, a copy of which is attached to this report, dealt with such items as: 1)Transfer of credit from other schools; 2)Advanced standing credits; 3)Departmental requirements; 4)Permission for undergraduates to undertake graduate work; 5)Reinstatement of matriculants after a lapse of 5 years; 6)Prerequisites; 7)Student load; 8)Restrictions, limitations and special problems.

Numbering of Graduate Courses

In the last meeting of the past year, Dean Huber brought up the question of the numbering of our graduate courses. This is a sort of perennial subject with us for it has been discussed at various times in our meetings.

The Jersey State Teachers College at Montclair

Graduate Division

Report to the President
Academic Year
1951 - 1952

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Education of Graduate Courses

In the last meeting of the past year, Dean Moser brought up the question of the numbering of our graduate courses. This is a part of perennial subject with us but it has been discussed at various times in our meetings.

It is probably true that content of a course is the major consideration but other schools may look askance at the record of a graduate with a Master's degree if too many courses are senior-graduate rather than those restricted to graduate students. Such a case came up during the past year, and a student with a Master's degree in English from Montclair was denied transfer credit for 20 semester hours of her work done here with a major in English.

Certain departments, notably English, Social Studies, and Science, have a very large listing of courses with 400 numbering which are open to seniors and graduates alike. Many graduate schools seem to require that two thirds of the courses at the graduate level should be open to graduate students only.

This question of course numbering should have serious consideration early in the coming year so that any changes may be inserted in the next graduate bulletin.

Research Requirements

Although the thesis has been optional with us for many years, there are departments which emphasize the importance of research projects. The Social Studies Department has long held to the practice of requiring a research paper from each candidate for the master's degree.

The question of how to handle the research assignment, particularly if it is to be required, is one that has received some consideration in graduate committee meetings. No definite decision has been reached as to what should be done. We feel however, that for the Social Studies faculty, there should be some teaching credit given for the necessary advice and guidance on the research project and for the final conference on the paper which usually involves three faculty members. May I say that many of these research papers in Social Studies represent a very worthy effort on the part of the student and some of them would, beyond question, measure up very well if compared with some of our better theses. The question of a thesis requirement here has, of course, been considered, but there seems to be no possibility of providing staff time to do the guidance and advisement which would be involved in such a plan. Possibly the graduate committee should give this further consideration and propose specific recommendations to the administration.

Required Attendance at one Summer Session

To implement the requirement of attendance at one summer session, it has been deemed necessary to allow a period of adjustment to accommodate to the announcements. This requirement first appeared in the leaflet showing course offerings for the year 1952-53. However, the current graduate bulletin did not come out until the spring semester of 1953. It has therefore been decided that we will follow through on the students who were matriculated after September 1, 1953 and expect them to meet the new requirement. Form letters are now being used to notify students of the requirement.

Other Items

1. Matriculation: Even though steps in matriculation have been very clearly set down in the Graduate Bulletin, some students neglect to read and to follow such regulations. There are some who exceed the maximum of 8 semester

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ferred to previous students. Such a case came up during the past year, and
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after September 1, 1953 and expect them to meet the new requirement. Some
letters are now being sent to notify students of the requirement.

Other Items

1. Matriculation. Even though steps to matriculation have been very
clearly set down in the Graduate Bulletin, some students neglect to read and
to follow such regulations. There are even those who exceed the maximum of 6 semester

hours which is allowed before matriculation and so present problems. In order to emphasize the importance of matriculation and to outline the necessary steps in it, notices have been prepared and distributed to students and advisers at registration periods during the past year. Copies of such notices are attached to this report.

2. The question of transfer of credit at the graduate level by a student who is a graduate of a New Jersey Normal School but not of a New Jersey State Teachers College. This question came up during the past year and it was agreed in our meeting of December 7, 1953 that transfer of credit by such a student should not be granted.

3. Credit for methods courses. The Graduate Committee agreed on March 15, 1954 that the methods courses numbered 401 should not carry graduate credit.

4. Courses to meet certification requirements. It has been increasingly evident that candidates for certification ought to meet their requirements in professional education outside of our Integration courses bearing 500 numbers. Candidates for certification neither contribute to these courses, nor are they likely to profit from them for such courses are designed to meet the needs of teachers in service. Courses similar to our undergraduate Integration courses may need to appear in our Part-time and summer session offerings to meet the needs of those who are working for certification.

5. Admission - This needs further study by the graduate committee. Mechanics of admission may need to be more carefully outlined in our bulletins so that no student shall be admitted to any graduate course unless his undergraduate record has been inspected and approved in the graduate office.

6. Standards of Graduate Work.

a. Evaluation. Some years ago a sub-committee made a study of requirements which students had to meet in our graduate courses. At various times since then, it has come to my attention that there is a good deal of variation among instructors on the matter of papers, short quizzes, projects, and final examinations. It is probably time for another survey of evaluative criteria for our graduate courses which might be fruitful in setting up some fairly strong recommendations.

b. During the summer of 1954 a problem arose involving one of our graduate students and the requirement of Integration 503, Methods and Instruments of Research. The student had taken the course twice and had received a mark of D both times. There was some confusion on the part of his adviser as to the interpretation of our graduate bulletin in which it is stated that the course is required and that a mark below C carries no graduate credit.

We should probably make such a requirement so crystal clear that no aggressive student would be able to break through our solid front of agreement on the administrative side and so that no adviser could be confused about what a requirement really means. The graduate committee may need to think through the matter and reach a definite agreement.

c. Our courses for elementary certification do not by any stretch of the imagination measure up as graduate courses and I shall do all that I can in the coming year to have the graduate committee emphasize this point. These courses should be eliminated from our graduate bulletin which is now being planned to follow the current one.

bers which is allowed before serialization and to prevent problems. In order to moderate the importance of serialization and to outline the necessary steps in it, outlines have been prepared and distributed to students and advisers at registration periods during the past year. Copies of such outlines are attached to this report.

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3. Credit for outside courses. The Graduate Committee agreed on March 13, 1951 that the maximum courses mentioned had should not carry graduate credit.

4. Courses in some institution requirements. It has been increasingly evident that candidates for certification ought to take their requirements in professional education outside of our integration courses beyond 300 number. Candidates for certification neither constitute in these courses, nor they likely to qualify from them for such courses are designed to meet the needs of teachers in service. Courses similar to our observations integration courses may come to appear in our fact-like and another section offering to meet the needs of those who are working for certification.

5. Internship - This needs further study by the graduate committee. Mechanics of budgeting may need to be more carefully outlined in our bulletins so that no student shall be admitted to any graduate course unless the graduate record has been improved and approved by the graduate office.

6. Standards of graduate work.

a. Selection. Some years ago a sub-committee made a study of requirements which students had to meet in our graduate courses. At various times since then, it has come to my attention that there is a good deal of variation among instructors on the matter of papers, short cuts, projects, and final examinations. It is probably time for another survey of available criteria for our graduate courses which might be fruitful in getting up some fairly strong recommendations.

b. During the winter of 1951 a problem arose involving one of our graduate students and the requirement of Integration 507, Methods and Instructs of Research. The student had taken the course twice and had received a mark of D both times. There was some hesitation on the part of the adviser or by the instructor of our graduate building in which it is stated that the course is required and that a mark below C carries no graduate credit.

It should probably make such a requirement an express clear that an aspiring student could be able to break through our point floor of agreement on the substantively also and no that no adviser could be convinced about what a requirement really means. The graduate committee may need to take through the matter and reach a definite agreement.

c. Our system for elementary certification do not by any stretch of the imagination measure up as graduate courses and I shall do all that I can in the coming year to have the graduate committee explore this point. These courses should be eliminated from our graduate bulletin which is now being planned to follow the current one.

Graduate Division
Table I
Statistical Materials

A. Number of M.A. degrees granted in 1954:

June - 63
August - 35 Total 98

B. Newly matriculated students by department from September 1953 to August 1954:

Administration and Supervision	58	
Business Education	12	
English	15	
Mathematics	11	
Language	3	
Personnel and Guidance	24	
Science	8	
Social Studies	18	Total - 149

C. Students now matriculated by department:

Administration and Supervision	152	
Business Education	52	
English	87	
Language	4	
Mathematics	53	
Personnel and Guidance	93	
Science	46	
Social Studies	99	Total - 586

D. Number of candidates whose applications are pending, by department:

Administration and Supervision	48	
Business Education	13	
English	18	
Language	2	
Mathematics	7	
Personnel and Guidance	35	
Science	16	
Social Studies	24	Total - 163

E. Candidates removed from our lists during the year, for reasons given:

a. Inactive file 57
b. Withdrawn 32
c. Refused entrance 2

Graduate Division
Table I
Statistical Materials

1. Number of M.A. degrees granted in 1951:

June - 63
August - 3 Total 66

2. Newly matriculated students by departments from September 1951 to August 1952:

Administration and Supervision	58	
Business Education	22	
English	35	
Mathematics	11	
Language	4	
Personnel and Guidance	40	
Science	8	
Social Studies	12	Total - 210

3. Students now matriculated by departments:

Administration and Supervision	150	
Business Education	52	
English	97	
Language	4	
Mathematics	73	
Personnel and Guidance	93	
Science	18	
Social Studies	97	Total - 580

4. Number of candidates whose applications are pending, by departments:

Administration and Supervision	18	
Business Education	13	
English	18	
Language	1	
Mathematics	1	
Personnel and Guidance	38	
Science	16	
Social Studies	31	Total - 153

5. Candidates removed from our files during the year, for reasons given:

a. Inactive file 57
b. Withdrew 32
c. Refused positions 2

Graduate Division - Table II

Colleges from which graduate students now matriculated received their baccalaureate degree:

A & T College, Greensboro, N.C.	1
Bates College	2
Bennett College	1
Bible Baptist Seminary	1
Bloomfield College	5
Bob Jones University	1
Boston University	1
Bowling Green, Ohio	1
Bradley University	1
Brooklyn College	1
Brown University	1
Bucknell University	1
Catholic University	1
Chestnut Hill College, Pa.	1
College of St. Elizabeth	3
Cornell University	2
Drew University	5
Duke University	1
East Stroudsburg State Teachers College	3
Eastern Kentucky State Teachers College	1
Fairleigh Dickinson College	3
Fordham University	2
Franklin & Marshall College	2
Georgetown University	1
Goucher College	1
Hampton Institute	1
Holy Cross College	1
Hood College	1
Hope College	1
Howard University	1
Indiana State Teachers College	1
Keuka College	1
Lafayette College	1
Lebanon Valley College, Pa.	1
Lehigh University	1
Limestone College	1
Maryville College, Tennessee	1
Mt. Carmel College, Canada	1
Muhlenberg College	4
Muskingum College	1
New Jersey College for Women	5
New York University	16
Ohio State University	1
Panzer College	10
Pennsylvania State College	2
Pratt Institute	1
Rider College	5
Rutgers University	19
St. Bonaventure College	1
St. John's University	2
St. Lawrence University	2

Graduate Division - Table II

Colleges from which graduate students are matriculated requiring their baccalaureate degree:

A & T College, Greensboro, N.C. 1
Bates College 1
Bowdoin College 1
Bible Baptist Seminary 1
Blackfeet College 1
Bob Jones University 1
Boston University 1
Bowling Green, Ohio 1
Brigham University 1
Brooklyn College 1
Brown University 1
Bucknell University 1
Catholic University 1
Central Mill College, Ia. 1
College of St. Elizabeth 1
Cornell University 1
Iowa University 1
Duke University 1
Iowa Wesleyan State Teachers College 1
Eastern Kentucky State Teachers College 1
Fairleigh Dickinson College 1
Fordham University 1
Franklin & Marshall College 1
Georgetown University 1
Goucher College 1
Hampton Institute 1
Holy Cross College 1
Hunt College 1
Hope College 1
Howard University 1
Indiana State Teachers College 1
Knox College 1
Lafayette College 1
Lebanon Valley College, Pa. 1
Lehigh University 1
Limestone College 1
Marvville College, Tennessee 1
Mt. Carmel College, Canada 1
Muhlenberg College 1
Newtown College 1
New Jersey College for Women 2
New York University 10
Ohio State University 1
Parsons College 10
Pennsylvania State College 2
Pratt Institute 1
Rider College 2
Rutgers University 14
St. Bonaventure College 1
St. John's University 1
St. Lawrence University 2

Graduate Division - Table II Con't

St. Peter's College	1
Seton Hall University	9
Smith College	1
State Teachers College at Jersey City	7
State Teachers College at Kutztown	1
State Teachers College at Montclair	316
State Teachers College at Newark	10
State Teachers College at Paterson	58
State Teachers College at Trenton	9
State Teachers College at West Chester	2
Swarthmore College	1
Syracuse University	3
Teachers College, Columbia University	1
Temple University	2
Tusculum College	1
Union College	1
University of Kentucky	1
University of Maine	1
University of Miami	1
University of Maryland	1
University of Michigan	1
University of Nevada	1
University of North Carolina	1
University of Pennsylvania	1
University of Wisconsin	1
Upsala College	16
Utah State Agriculture College	1
Vassar College	3
Wabash College	1
Washington University	1
Washington and Lee University	1
Wesleyan University, Connecticut	1
West Virginia Wesleyan	1
Western Maryland College	1
Wheaton College	2
Yale University	1

St. Meinrad's College 1
Seton Hall University 2
Smith College 1
State Teachers College at Jersey City 1
State Teachers College at Buffalo 1
State Teachers College at Montclair ..... 3(2)
State Teachers College at Newark 10
State Teachers College at Paterson ..... 3(2)
State Teachers College at Trenton 1
State Teachers College at Fort Hayes 1
Swarthmore College 1
Syracuse University 1
Teachers College, Columbia University 1
Temple University 2
Trinity College 1
Union College 1
University of Rochester 1
University of Texas 1
University of Utah 1
University of Maryland 1
University of Michigan 1
University of Texas 1
University of South Dakota 1
University of Pennsylvania 1
University of Minnesota 1
Upsala College 10
Utah State Agricultural College 1
Vassar College 1
Wabash College 1
Washington University 1
Washington and Lee University 1
Wesleyan University, Connecticut 1
West Virginia College 1
Western Maryland College 1
Wheaton College 1
Yale University 1

Recommendations

1. There should be serious consideration of the numbering of graduate courses, especially in the departments of English, Social Studies and Science.

2. There should be a third major in Integration to meet the needs of students now matriculated in the Graduate Division.

3. Certification should be attained without encroaching upon the work program for the master's degree.

   a. Professional courses in Education at the undergraduate level should probably be offered in our summer session to meet the needs of candidates for certification.

4. The courses for certification of elementary teachers should not be listed or offered as a part of our graduate program.

5. A six weeks summer session ought not to offer more than six semester hours of credit if genuine graduate standards are to be maintained.

6. The chairman of the graduate committee should have a credit of six semester hours on his teaching load to cover time spent on graduate work.

Respectfully submitted,

Otis C. Ingebritsen

Otis C. Ingebritsen, Chairman
Graduate Committee

Recommendations

1. There should be serious consideration of the membership of graduate courses, especially in the departments of English, Social Studies and Science.

2. There should be a drive major in Education to meet the needs of students now enrolled in the Teacher Training.

3. Certification should be limited without necessitating upon the work required for the master's degree.

4. Professional courses in Education at the undergraduate level should properly be offered in our summer session to meet the needs of candidates for certification.

5. The courses for certification of elementary teachers should not be listed as offered as a part of the graduate program.

6. A six weeks summer session does not in either case than six semester hours of credit if graduate students are to be satisfied.

7. The minimum of the graduate committee should have a credit of six semester hours on his transfer load to cover time spent on graduate work.

Respectfully submitted,

Clyde E. Lugenbeel

Clyde E. Lugenbeel, Chairman
Graduate Committee

Transfer of credit from other schools.

A. Policy applies to graduates of New Jersey State Teachers College

1. Maximum 8 semester hours
2. Must be taken at another approved graduate school.
3. Must carry graduate credit at the school where taken.
4. Work must carry grade of C or better.
5. Must be in a field related to one of our own graduate fields.
6. Work must not be over 10 years old.
7. Transcripts for all such work must be submitted before action can be taken.
8. Permission to take work at another graduate school for credit here should be secured in advance. Such permission should come from the head of the department of specialization and from the chairman of the graduate committee.

B. Policy regarding those not graduates of New Jersey State Teachers College.

1. All work must be taken at Montclair State Teachers College for all who matriculated after March 1, 1947 - State Board ruling which must be observed without exception unless the State Board sets it aside.
2. If the undergraduate record is poor, the student may be rejected or placed on probation.

C. College and State Board Regulations.

It is within the discretion of the person administering the graduate program on rare occasions to s et aside a college rule, but never a State Board ruling, except with the consent of the State Department

II. Advanced Standing Credits taken in our Graduate Division prior to date of matriculation.

A. Maximum - 8 semester hours
B. Must be taken on 400-500 level with exception only at discretion of adviser and Chairman, Graduate Committee. The Graduate Committee agreed on March 15, 1954, "that not more than one course and not to exceed a total of 4 s.h. on the 300 level" might be taken for graduate credit by any one student.
C. The work should not be over ten years of age.
D. Work must be of C grade or better.

III. Departmental requirements.

A. Generally clearly specified in the graduate bulletin
B. Social Studies.

It has been the policy of the Head of the Social Studies Department, not to count more than 3 semester hours for field studies courses as comprising part of the 18 semester hours required for the A.M. degree. If additional work in field studies is taken, it must come out of the free electives. It was the policy of Dean Messick not to allow more than a total of 6 semester hours taken in field studies work.

IV. Undergraduate students taking graduate work prior to the conferment of the A.B. degree.

A. (Ruling of Administrative Council 1946-47).

Students who have good records and who are within 16 points of graduation may be permitted to take up to 8 semester hours of graduate work concurrently with the remainder of their A.B. requirements and prior to graduation. Such students must have written permission signed by the Head of the Department, the Dean of Instruction; and t he Chairman of the Graduate Committee.

V. Policy on reinstatement of I.U. matriculant after the five year time limit has run out.

The five year period of time allowed from the date of matriculation for completion of all work for the master's degree is a provision to insure continuity of effort on the part of the student and currency of materials studied. Military service requirements or prolonged illness might be grounds for an extension of time without penalty.

All cases in which the time since matriculation has run over five years will require an examination of the student's progress, and a reevaluation of his program.

VI. Policy with regard to prerequisites

A. In every department except the Integration Department, the student must have the equivalent of an undergraduate major in the subject matter field, a minimum of 30 semester hours. Evaluation as to the undergraduate major is done by the subject matter department head.

B. Deficiencies.

1. If student lacks an undergraduate course for which there is no graduate equivalent, the course must be taken at the undergraduate level and without graduate credit for it.

2. On March 15, 1954, the graduate committee agreed that in no department should the Methods course, 401, any more than supervised student teaching itself, carry graduate credit.

C. If there are prerequisites in science, the student usually has to come here to the day-time program for the course.

VIII. Number of semester hours teachers-in-service may carry while teaching full-time

A. 8 semester hours - maximum for summer school.
Policy set up by the State Department.

B. Maximum load for the fall or spring semester is now 6 semester hours with 4 semester hours recommended.

IX. Restrictions, limitations, and problems.

A. No credit for work below C

B. Student must make a B average in courses for the M.A. degree.

C. No credit for junior college or correspondence work

D. Not more than 6 semester hours may be taken in off-campus courses. (State Board ruling, March 1947. Not retroactive)

E. Integration 503 or 603 is required of all students.

F. Courses must be taken for a specific number of credits as stated in the course descriptions in the bulletins, i.e., no 2 s.h. course can be taken for 3 s.h. credit by doing extra work. This policy was agreed upon by the graduate committee some time ago. The question arose because other nearby schools offer certain courses for 2 or 3 s.h. credit at the option of the student and upon completion of extra work for the additional point.

G. Graduate credit for Institute courses is granted at the discretion of the head of the student's major department.

H. Credits over ten years old have not usually been accepted. However, the case has arisen where a student has taken one of the required courses in his department over ten years ago. In such a case, the course requirement has been waived but credit has not been granted, and the student offers two additional points instead.

IMPORTANT NOTICE TO ALL GRADUATE STUDENTS

Are you MATRICULATED?

If you are uncertain about matriculation for the Master's degree at Montclair, please check with Mrs. Rothe, secretary in the Graduate Office.

MATRICULATION should be completed before you have earned more than 8 semester hours of credit toward the Master's degree.

Registration for courses is not matriculation.

You are matriculated if you have:

1. Made application for admission to the Graduate Division;

2. Had a conference with the head of your major department, during which a work sheet was made out for you;

3. Had a conference with Dr. Ingebritsen, in the Graduate Office;

4. Received a letter of acceptance and an official copy of your worksheet from the Graduate Office.

Please read this sheet now and be sure of your status as a graduate student at Montclair.

Important notice to all advisers of graduate students.

You can be of great help to the Graduate Division if you will, in your conferences with students, call their attention to our regulations about matriculation. Announcements setting forth procedures and restrictions with respect to matriculation are carried by the folder showing course offerings for the year, the summer session bulletin, and the graduate bulletin.

Some few students evidently do not read these announcements and so earn more than the eight semester hours which our rule allows as a maximum previous to matriculation. This causes special difficulties for our office and may entail a penalty for the student.

It will be a great help to us if you will urge each student seen during registration to check his status with Mrs. Rothe, secretary in the Graduate Office.

Otis C. Ingebritsen,
Chairman, Graduate Committee.

SUMMARY OF THE ANNUAL REPORT OF THE PART-TIME AND EXTENSION DIVISION - 1953 to 1954

Attached hereto are the detailed studies of the Summer Session of 1953, the Fall Semester of 1953, and the Spring Semester of 1954. Comment has been made in each of these sections concerning items that pertain to it.

It will be noted that, while the attendance during the Academic Year holds up well, that for the Summer Session keeps dwindling. I have mentioned several of the possible reasons in the detailed report on the 1953 session. I should, however, like to point out particularly the lateness with which the Summer Bulletin gets into the hands of prospective students and school officials as being an important factor to be considered in this connection.

This year, no Summer Session Bulletins arrived until May 17, and last year they were here only about two weeks sooner. On the day this report is being written, May 26, the bulletin has been mailed only to the individual students. Those for School Principals, Guidance Directors, Librarians, and others are slowly being made ready for mailing by the student helpers. It will be near the end of May before the last one gets into the mail. I have been unable to obtain additional student helpers for this important work, because by this time the students are preparing for final examinations and end-of-year festivities, so that they are more interested in a good grade in their courses, understandably, than in completing their contracts as work scholarship students. If the bulletins could arrive by April 15 or sooner, it would be easier to obtain student helpers to hurry them into the mails.

When we put an advertisement into the NJEA Journal or the newspapers, it fails of some of its effectiveness if those who respond to such advertising cannot immediately be sent a bulletin. Students lose interest and look elsewhere for courses. In fact, I have found that most teachers desire to have their Bulletins in time to look over the offerings during their spring vacations. I wish that some way might be found to expedite the arrival of the bulletins.

In my Annual Report of a year ago, I mentioned the fact that it might be well to offer a South American Institute, to be followed by one on Africa, as a means of stimulating renewed interest in our summer offerings. Our opportunity to give one on Africa has been lost, however. I note that such an Institute is being offered for this summer by the State Teachers College at Newark.

There are many teachers in this part of the State who already hold the Master's degree but who do not care to work for the Doctorate. They would, however, enjoy keeping alert and refreshed by interesting new courses and would then work toward the "equivalency" of the Ed.D. degree. I shall be interested to see how many teachers respond this summer to our new offerings: the three in the Language Department, one in the Social Studies Department, and a new Field Studies course.

There are courses in our Graduate Bulletin that are offered so seldom as to be almost as attractive as entirely new courses. I suggest again that a real effort be made to include more of these in our Summer Sessions.

Naturally, the regulation as to attendance in one summer session should tend to increase the enrollment also.

[illegible]

[illegible]

[illegible]

The Snack Bar continues, during the Academic Year, to be helpful to the graduate students attending courses of the Division. However, I should like to suggest that effort be made to improve the quality of the food that is offered to them. Sandwiches made in the morning become unpalatable by six in the evening. Furthermore, what an undergraduate student wants at lunch-time differs from what the adult, mature student is looking for as a supper-time snack. More meat sandwiches should be prepared immediately before the supper hour, in place of the morning's peanut butter or cream cheese, or at least to supplement them.

When the new buildings are completed, it would be helpful if the graduate students could have a room of their own for quiet study or for sitting between classes. I am sure they would appreciate it.

I should like to refer to the Memorandum I submitted on October 30, 1952 with regard to the problem of keeping Addressograph Plates up-to-date. If a way could be found to employ a full-time Civil Service clerk for this purpose, we would save much postage through the prompt removal of plates that are no longer correct.

The Comparison pages of the attached report offer a picture as between the current year and the previous one. It might be interesting to note the following data covering a five year period:

	Summer	Fall	Spring
1953-54 - - - - - - - - - - - -	507	640	636
1952-53 - - - - - - - - - - - -	617	631	684
1951-52 - - - - - - - - - - - -	602	582	607
1950-51 - - - - - - - - - - - -	643	595	540
1949-50 - - - - - - - - - - - -	516	591	641

Note: For the summer figures, I have used those of the Montclair Rolls only, omitting those of the China Institute when it was not enrolled here and omitting those of the School of Conservation which continues to enroll its own students. This makes the comparison more valid, to my way of thinking, since it shows the students who come to our campus to work toward the A.M. degree or the secondary certificate.

Respectfully submitted,

Elizabeth S. Favor

May 26, 1954

Elizabeth S. Favor
Assistant in Graduate Personnel

Summary of the School Report 1939-1940
Full-time and part-time students

Page 2

The Board for Vocational Education, whose the Industrial Society is in charge of the principle vocational training centres in the province. Industry is willing to support these efforts but is slow to change the quality of apprentices that is offered to them. Individual skill in the operation various machines is up to the standard. Unfortunately, most of apprenticeship training takes place in the shops that are small, and not equipped to handle the modern machines. Now such apprentices are required to pass an examination before they are allowed to work on certain machines. In order to overcome this difficulty Industrial Schools are being opened in Toronto, for an a minimum period each, in which the apprentices will receive training on modern machines in order to qualify for journeymen's rank.

That the Building Trades are recovering, it would be natural if the evening technical schools were to see a drop of their day and night classes in the building trades classes. I do more than hold my own.

I should like to refer to the recommendations I mentioned in previous reports, that regard to the operation of night technical schools. If a day school is found to be doing a profitable full service also the night schools are found more profitable because the greater proportion of students are in Junior courses.

The enrolment table of the Technical Evening Classes shows a decrease in enrolment the current year and the previous year. It seems to be necessary to note the following data regarding a five year period.

Year	Full	Total
1935-36	399	836
1936-37	429	836
1937-38	438	882	1,0[illegible]
1938-39	443	884	1,0[illegible]
1939-40	372	771	1,0[illegible]

During the present figures I have used those of the Ontario Bureau of Industrial Training. Mobilizing some of the Civic Industrial Schools it has had activities in industrial fields of the School of Industrial Training which is supply the day classes. This means the industrial day School. In the end of October, there is also the Industrial Day School. In the end of October, there is also the Industrial Day School for the training of the girls. Below is the enrolment statistics.

The Industrial Day School

Nov 26, 1940

Elizabeth M. Brown
Principal of Trade
Technical Day School

SUMMER SESSION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF	Summer 1953	with	Summer 1952
INDIVIDUAL STUDENTS			
Total Number Individual Students Enrolled - - - - - - - - -	627		748
On MONTCLAIR COLLEGE rolls - - - - - - - - - - - - - - - - -	507		617
On the School of Conservation Rolls - - - - - - - - - - -	120		131
	627		748
Study of the Students on MONTCLAIR COLLEGE rolls:			
Veterans (Taking work under the G. I. bill)- - - - - -	28		82
Non-Veterans -	479		535
	507		617
Graduates enrolled -	399		497
Undergraduates enrolled - - - - - - - - - - - - - - - - -	108		120
	507		617
NUMBER OF COURSES GIVEN			
By Montclair College - - - - - - - - - - - - - - - - - - -	67		69
By the State School of Conservation - - - - - - - - - - -	12		14
Total number courses given	79		83
Average number courses taken by each student at MONTCLAIR	2.1		2.2
REGISTRATIONS IN THESE COURSES			
At MONTCLAIR			
In the regular summer session courses - - - - - -	891		1090
In Two-weeks China Institute - - - - - - - - - - - -	74		106
In Two-weeks United Nations Institute - - - - - -	67		115
In Field Studies courses - - - - - - - - - - - - - -	45		30
In post-summer session course in Driver Education -	17		23
Total registrations in courses at MONTCLAIR - - - - - -	1094		1364
In courses at the School of Conservation - - - - - - -	134		142
TOTAL OF ALL REGISTRATIONS - - - - - - - - - - - - -	1228		1506
Av. No. registrations in each course at MONTCLAIR	16.3		19.6
SEMESTER-HOURS LOAD AT MONTCLAIR			
Total S.H. Load of all students enrolled - - - - - - - -	2477		3273
Average semester-hour load per student - - - - - - - - -	4.88		5.3
WEIGHTED SCORE OF STUDENTS AT MONTCLAIR - - - - - - - - - -	155		204

This report is continued on the following pages.

E.S.Favor October 1, 1953

Special Comment

The most noteworthy feature of this session was the big drop in enrollment. Just as last summer's was lower than that of 1951, so was 1953 lower than in 1952. This may be due in part to the increase in the tuition fees and service charges: all New Jersey residents now being charged at the rate of $11. per semester-hour for tuition and 50¢ per semester-hour for services. However, the reports from all over the nation seem to show that more teachers went traveling last summer, both in this country and abroad, than during the previous summer and that the summer session enrollments in all colleges fell off correspondingly.

It should be noted that this decrease in enrollment was felt both in the regular courses of the College and in the two Institutes, China and the United Nations alike, which last year had, respectively, totals of 106 and 115 and this year only 74 and 67 in all courses.

The suggestion made a year ago that we set up a field studies course to follow these Institutes was accepted, Mr. Bye offering a course in "New Jersey, the Hudson Valley, and Eastern Pennsylvania." It had to be discontinued, however, due to the lack of interest shown in enrolling in it. The new field studies course to Mexico attracted 15 students; while the always popular course to New England and French Canada drew 30 students.

The preceding page shows the summaries of both years for the purpose of comparison. Following are analyses of the figures for the 1953 session only.

INDIVIDUALS - 627

12 of these students came from out-of-State. Such students are charged $13.00 per semester-hour credit at this time.

On the Montclair Rolls - - - - - - - -	Men - 174	Women - 333	Total - 507
On the Conservation School Rolls - - -	Men - 25	Women - 95	Total - 120
TOTALS	Men - 199	Women - 428	Total - 627

The decrease in the enrollment of the men students again is most noticeable. In the year 1950 the total was 422; in 1951 it was 331; last year it was 269; and this year it only 199. Since this decrease seems confined to the summer sessions, it must be presumed that many men students are taking positions in summer to add to their incomes and taking courses only during the months when they are employed as teachers.

ANALYSIS OF THE FIGURES ON THE MONTCLAIR ROLLS

Veterans taking work under the G.I. Bill

Men Graduates ----------	25	Men Undergraduates----------	1
Women Graduates----------	1	Women Undergraduates --------	1
Total Veteran Graduates -----	26	Total Veteran Undergraduates-	2

GRAND TOTAL OF VETERANS UNDER THE G.I. BILL - - 28

A year ago this total was 82. Here, then is one cause of a decrease in enrollment: Many veterans have completed their courses or have used up the money which was due them under the G.I. Bill or have gone on to work for the doctor's degree elsewhere.

Report continued on next page.

Elizabeth S. Favor October 1, 1953

Non-Veterans in Attendance

Men Graduates----------	115	Men Undergraduates----------	33
Women Graduates----------	258	Women Undergraduates ---------	73
Total Non-Vet. Graduates-	373	Total Non-Vet. Undergraduates-	106

GRAND TOTAL OF NON-VETERANS ---- 479

Analysis of the Graduate Students		Analysis of the Undergraduate Students	
Men Veteran Graduates ---	25	Men Veteran Undergraduates ----	1
Women " " ---	1	Women " " ----	1
Men Non-Veteran " ---	115	Men Non-Veteran " ----	33
Women Non-Veteran " ---	258	Women Non-Veteran " ----	73
GRAND TOTAL OF GRADUATES ---	399	GRAND TOTAL OF UNDERGRADUATES--	108

63 of the Undergraduate students were Montclair College students.

Semester-Hour Load of Students at Montclair

Number Students taking------	S.H.	Total Semester-Hours
7	1	7
48	2	96
131	3	393
71	4	284
1	5	5
154	6	924
0	7	0
91	8	728
1	9	9
2	10	20
1	11	11
507	- - - - Totals - - -	2477

Dividing this total of 2477 semester-hours by the number of students enrolled (507) gives an average number of 4.88 s.h. taken per student.

Dividing this total of 2477 semester-hours by 16 (the usual load of a full-time student in the academic year) gives a weighted score of 155 students.

It should be noted that those students who enrolled for more than 8 s.h. in any one summer have taken also a post-summer-session course such as Driver Education or a Field Studies course that followed the summer session. No student is permitted to take more than 8 s.h. during the six weeks of the regular summer session.

Analysis of the COURSES GIVEN AT MONTCLAIR THIS SUMMER

Number courses offered----------	72
Courses Discontinued----------	5
Number courses given----------	67

Report continued on next page

Elizabeth S. Favor October 1, 1953

114

Number Class Sections with enrollments between:

1 - 9 ---	20
10 - 19 ---	32
20 - 29 ---	9
30 - 39 ---	7
40 - 49 ---	0
50 - 99 ---	1
Total number of Class Sections - - - - - - - - - - - - -	69

REGISTRATIONS in these courses by DEPARTMENTS

Subject Taught	No. of Different courses taught	Gross Student Enrollments
Accounting and Business	5	30
Art	1	11
English and other Language Arts	8	91
Health and Physical Education	1	9
Mathematics	5	63
Psychology and Education	26	564
Science: Biology	0	0
Science: Chemistry	2	18
Science: General	0	0
Science: Physics	0	0
Social Studies: Economics, Sociology, and Political Science	5	36
Social Studies: Geography	3	35
Social Studies: History	3	34
China Institute	3	74
United Nations Institute	2	67
Field Studies	2	45
Driver Education	1	17
Total No. of Courses -----	67	Total Registrations-------- 1094

Dividing this total number of registrations 1094 by the number of courses given (67) gives the average number of registrations in each course: 16.3

Dividing the total number of registrations 1094 by the number of students attending (507) gives the average number of courses taken per student: 2.1

Now that there is a regulation to the effect that each matriculated student must attend one summer session while working toward the A.M. degree it would seem as though sooner or later the summer session enrollment would increase. The enrollments during the academic year have gone up as follows:

1950-51	--	1135	- Gross Total
1951-52	--	1189	" "
1952-53	---	1315	" "

It may well be, however, that there will never again be a very high enrollment of men students during the summer.

Respectfully submitted,

Elizabeth S. Favor
Assistant in Graduate Personnel

October 1, 1953

GRADUATE DIVISION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF - - - -	Fall 1953	with	Fall 1952
INDIVIDUAL STUDENTS			
Number Individual Students Enrolled - - - - - - - - - -	640		631
Part-Time Students (Fewer than 12 s.h.)- - - - - - - -	523		519
Full-Time Students (12 or more s.h.)- - - - - - - -	25		26
Total on-campus students - - - - - - - - - - - - -	548		545
Extension Students (off-campus) - - - - - - - - - - - -	92		86
	640		631
Veterans (taking work under G.I. Bill) - - - - - - - - -	36		71
Non-Veterans -	604		560
Graduates -	588		533
Senior-Graduates -	2		2
Total taking work for Graduate Credit	590		535
Undergraduates -	50		46
COURSES GIVEN			
Part-Time (on campus and Field Trip) - - - - - - - - - -	36		32
*Daytime -	53		65
Extension (off-campus) - - - - - - - - - - - - - - - - - -	4		2
*The regular undergraduate college courses, including supervised student teaching			
REGISTRATIONS IN THESE COURSES			
In the Part-Time courses - - - - - - - - - - - - - - - -	968		936
In the Daytime courses - - - - - - - - - - - - - - - - -	117		153
In the Extension courses - - - - - - - - - - - - - - - -	124		95
Total of all Registrations - - - - - - - - - - - -	1209		1184
Average number courses taken per student	1.39		1.87
Average number registrations in the Part-Time courses -	26.8		29.2
SEMESTER-HOURS LOAD			
Total number S.H. taken by all students - - - - - - - -	2569		2390
Average number Semester-hours taken per student - - -	4		3.8
**Weighted Score (Total S.H. divided by 16)	160		149

**Equivalent to a full-time program student

Details and comments are contained on the following pages:

Prepared by Elizabeth S. Favor
January 18, 1954

FINAL REPORT FOR THE FALL 1953 SEMESTER: PART-TIME AND EXTENSION DIVISION

NUMBER OF INDIVIDUAL STUDENTS ENROLLED THIS FALL IN ALL COURSES - - - - - 640

There was a slight increase in the number of students enrolled in the on-campus courses, and a corresponding increase in the number enrolled off-campus, but, on the whole, last fall compares with this fall without significant changes.

Our required courses continue to draw students, and whenever we offer a new course that meets a definite need it fills to overflowing. This fall, for example, we offered for the first time: Social Studies A408---A History of New Jersey. Sixty-one students enrolled in it. If the Departments can offer more electives of this sort, they seem certain to fill.

The following foreign students were in attendance this fall as non-matriculated students enrolled through the Part-Time Division for a full program of work:

Gunulf Ablasser from Graz, Austria
Lilia Alvarez from Pasay City, the Philippine Islands
Annette Chirikdjian from Cairo, Egypt
Paul Folliot from France
Nicole Plase from France
John Warner from Coventry, England

All these students will probably continue their work through the spring semester, with the exception of John Warner, who withdrew from the College before Christmas to attend an Art School in New York.

There were four courses offered in Extension this fall:

Music E499B---Workshop in School Music was given by Dr. McEachern, at the request of school officials in Monmouth County. The course was located at Shrewsbury and given with some meetings that doubled the time; that is, with a two-hour period before dinner and a two-hour period after dinner, thus enabling the course to be finished before the snows began. 27 students enrolled in this course.

At Paterson, at the request of the school authorities, three courses were given in the field of Community Education. They were as follows:

Integ. E420A--The Community Centered School, taught by Dr. Covello, with 21 students enrolled.
Integ. E421A--Leadership of Activities and Services in Community Education, taught by Mr. Parrino. 57 students enrolled for this course, so it was broken into two sections.
Integ. E422A--The Organization, Administration, and Supervision of Programs in Community Education, taught by Mr. Parrino, with an enrollment of 19 students.

It is expected that the B section of each of these 3 courses will be offered during the spring semester, although final word has not yet reached me in this matter.

These courses were attended by both undergraduate and graduate students, all of whomenrolled with Montclair STC. Some students enrolled for all three courses and others for two of the three, while some students took only one; thus 75 individual students accounted for the 97 registrations in these three courses. 10 of the 75 were taking on-campus courses also and cannot be counted "Extension."

Mr. Eye's Christmas Field Trip this year was to Puerto Rico. Only 12 students enrolled for credit, of whom 2 were already taking work on campus this fall, making only 10 additional students to be added to the previous fall total. A year ago,

31 students enrolled for this same course, with 2 already taking work on campus. It may be that we should never offer the same course two years in succession at the same vacation period. Next year, the Christmas Field Trip will be to the South-eastern Region and Gulf Coast and should draw more students that did this year's.

Mr. Siegel has asked me to make special note of the number of students who enrolled late; that is, after the regular two-day period set aside for registration. Paying no attention to the off-campus courses (which have their own times for the registration of students) nor to the Field Trip (which registers over a long period of time), there were 66 students who enrolled late. If they had been charged such a fee as the private colleges ask ($5.00 Late Service Charge) it would both have brought in considerable revenue and tended to encourage students to make the effort to enroll on time. Students who do register on time resent the fact that we neither make such a Late Service Charge nor penalize the late students as to credit or marks.

STATISTICAL STUDY

Total Men Students enrolled: 317 Women: 323 Total: 640

Comparison of Veterans and Non-Veterans			
Men	34	283	
Women	2	321	
Total Veterans	36	604	Total Non-Veterans

Comparison of Men Graduates with Women Graduates			
Extension Students			
Paterson courses	5	42	
Shrewsbury course	3	15	
On-campus students	295	228	
Total Men Graduates	303	285	Total Women Graduates

Total of all GRADUATE students: 588

Comparison of Men Undergraduates with Women Undergraduates			
Extension Students			
Paterson courses	3	15	
Shrewsbury course	1	8	
On-campus students	10	15	
Total Men	14 Undergraduates	38	Total Women Undergraduates

Total of all Undergraduate students: 52

It should be noted that 2 of the men undergraduate students were actually "Senior-Graduates" taking courses for Graduate Credit, which brings the total of students taking work for graduate credit to 590 and those for undergraduate credit drops to 50.

Comparison of Extension with Part-Time Students			
	12	Men	305
	80	Women	245
Totals	92		548

REGISTRATIONS

At the request of several of the Department Heads, I am now including the list of the courses offered on campus, showing the number of students enrolled in each. Please note that the difference between the number of individual students enrolled (548) and the number of registrations in the courses should always be kept clearly in mind.

Bus.Ed.	A413---Business Statistics	Mr. Willing	9
Bus.Ed.	A511---Auditing	Mr. Froehlich	12
Bus.Ed.	A516---Bus.Org'n & Management II	Mr. Sheppard	17
English	A422---17th Century Literature	Mr. Hamilton	17
English	A450---Amer.Drama in American Democracy	Dr. Fulcomer	19
English	A466---Speech Development	Miss Kauffman	8
English	A516---Language Problems in English Curriculum	Mr. Conrad	18
English	A520B--Great Books in Education, Part II	Dr. Krauss	7
Geog.	A509---Economic Geography of Asia	Dr. Milstead	26
Integ.	A403---Selec'n & Utiliz. Audio-Visual Materials	Miss Fantone	46
Integ.	A409---Radio & Sound Equipment in the Classroom	Mr. Fox	12
Integ.	A474---Elementary School Arts and Crafts	Miss Osgood	7
Integ.	A500A--Basic Educational Trends	Dr. Fraser	55
Integ.	A500E--Sch.Adm.II: Law and Finance	Mr. Morehead	57
Integ.	A500F--Sch.Adm.III: Community Relations	Dr. Atkinson	59
Integ.	A503---Methods and Instruments of Research	Dr. Lutz	28
Integ.	A504A--Curriculum Construction in Secondary Sch.	Dr. W.S. Smith	44
Integ.	A508---Supv. Instruction in Secondary Schools	Dr. Atkinson	31
Integ.	A518---Supv. Instruction in Elementary Schools	Dr. Phipps	35
Integ.	A520---Principles of Mental Hygiene	Dr. Lutz	31
Integ.	A521A--Ed. & Psych. Measurement	Dr. Ingebritsen	46
Integ.	A532---Supv. & Teaching of Reading in Elem.Sch.	Dr. Sperle	31
Integ.	A535---Vocational Guidance	Mr. E.C. Davis	70
Integ.	A538---Group Guidance and Counseling	Mr. Polglaze	62
Math.	A400---Educational Statistics	Mr. Humphreys	10
Math.	A406---Solid Analytic Geometry	Dr. D. R. Davis	9
Math.	A509C--Crit.Interp. of Math. in Junior H.S.	Mr. Clifford	18
Math.	A530---M.Materials in the Teaching of Math.	Mr. Steinhart	15
Biol.	A413---Economic Botany	Miss Kuhnen	9
Chem.	A508---Adv.Organic Chemistry: Biochemistry	Dr. Reed	11
Soc.St.	A408---A History of New Jersey	Dr. Moffatt	61
Soc.St.	A415---Latin-American Relations of the U.S.	Mr. Kops	21
Soc.St.	A466---Puerto Rico and the Virgin Islands	Mr. Rye	12
Soc.St.	A476---Personality Dev. & Group Relations	Dr. Clayton	27
Soc.St.	A492A--Studies in American Life: The East	Mr. Rye	9
Soc.St.	A517---Money and Banking	Dr. Bellahan	18
Integ.	A529A--Field Work in Guidance	Mr.Davis & Dr.Atkinson	1
Grad.	A500---Master's Thesis	Ingebritsen & Reed	1
	Total Registrations in Part-Time Courses		969*

* I find that the registration for the Master's Thesis was overlooked when the list was previously totaled, so that it appears elsewhere as 968.

SEMESTER-HOURS TAKEN

On the following page, I show the table of semester-hours taken by the 640 students this fall. Students who take 12 or more semester-hours are called "Full-time" students, although the full-time program is really 16 semester-hours and the total is divided by this number to find the "weighted score" for the semester.

	Number Students		Taking S.H.	Total S.H.
	261	X	2	522
	4	X	3	12
	234	X	4	936
	1	X	5	5
	96	X	6	576
	0	X	7	0
	12	X	8	96
	1	X	9	9
	4	X	10	40
	2	X	11	22
These are the "Full-Time" Students	4	X	12	48
	8	X	13	104
	2	X	14	28
	7	X	15	105
	2	X	16	32
	2	X	17	34
	640			2569

Dividing the total number of semester-hours 2569, by 16, the usual load of a full-time student, gives 160.5 full-time students for the semester. This is called the "Weighted Score."

Dividing 2569 by 640 gives 4 s.h. as the average number taken per student this fall.

SPECIAL DATA

On December 3, 1953, I was asked to supply the following information for a special report. Naturally, it does not include the Field Trip students, but I am including it here to preserve its data for those interested.

UNDERGRADUATE STUDENTS ON CAMPUS

Working toward a Degree or Certificate:	Men:	7	Women:	7	Total:	14
No purpose Indicated - - - - - - - - - -	Men:	2	Women:	4	Total:	6
Auditors - - - - - - - - - - - - - - - - -	Men:	0	Women:	3	Total:	3
Totals		9		14		23

GRADUATES ON CAMPUS

Working Toward a Degree or Certificate:	Men:	232	Women:	172	Total:	404
No Purpose Indicated:	Men:	63	Women:	48	Total:	111
Auditors: None						
		295		220		515

Since most of those who do not indicate a purpose really have one, and, in the case of the graduate students often already hold the Master's degree, it has never seemed to me that the gathering of this kind of data gives significant results. Also, since we charge the same tuition fees for Auditors as for all other students, I do not usually differentiate between them and students taking work for credit. They are always, in any semester, a very minor number. Students without special purpose usually seek an Adult Education center rather than a State Teachers College.

Respectfully submitted,
Elizabeth S. Favor
Assistant in Graduate Personnel

January 18, 1954

GRADUATE DIVISION
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF	SPRING 1954	with	SPRING 1953
INDIVIDUAL STUDENTS			
Number Individual Students Enrolled	636		684
Number Enrolled in Fall Preceding	640		631
Gross Total for the Academic Year	1276		1315
Number who attended both semesters	554		386
Net total for the Academic Year	722		929
Analysis of the Individual Students			
Part-Time Students on campus (fewer than 12 s.h.)	547		523
Full-Time Students (12 or more s.h.)	18		23
Total On-Campus Students in this Division	565		546
Extension Students (off-campus)	71		138
Total Enrollment for the Semester	636		684
Veterans (taking work under the G.I. bill)	36		59
Non-Veterans	600		625
Graduate Students	577		611
Montclair Senior-Graduates	8		9
Total taking work for Graduate Credit	585		620
Undergraduate students enrolled in this Division	51		64
Total	636		684
COURSES GIVEN			
Part-Time courses (on campus)	38*		35
**Daytime	65		52
Extension (off campus)	4		4

*Three of these courses were so large that they were split into two sections, making 41 courses in all.
**The regular undergraduate college courses, including Student Teaching and Practicum.

REGISTRATIONS IN THESE COURSES			
In the Part-Time courses	957		909
In the Daytime courses	126		107
In the Extension courses	99		151
Total registrations in all courses	1182		1167
Average number courses taken per student this semester	1.9		1.8
Average number registrations per Part-Time course	25		26

Note that this figure is given because it can be compared with data of past years when no student in this Division was admitted to Daytime classes except the Supervised Teaching course.

SEMESTER-HOURS LOAD			
Total number S.H. taken by all students	2432		2487
Average number S.H. taken per student	3.8		3.6
Weighted Score (Total S.H. divided by 16)***	152		155

***Equivalent to a full-time college student.

Prepared May 6, 1954, by Elizabeth S. Favor, Assistant in Graduate Personnel

At first sight, the figures on the preceding page, in comparison with those of the spring of 1953, appear to denote a big drop in enrollment. This drop, however, is due to the fact that a year ago there were far more students enrolled in the four off-campus "extension" courses than there were this spring.

This year, there were more students in the on-campus courses than there were a year ago, and more of the students attended both semesters than did last year. There were more students enrolled for 6 s.h. than there were last spring, so that the Weighted score dropped only 3 in spite of the large drop in the off-campus rolls which are included in the Weighted score. I have shown this more clearly on the last page of this report.

Since there are always requests for data with regard to the number of men and of women enrolled, the following analysis is pertinent:

	Men	Women	Total
On Campus Full-Time students - - - - - - - - - - - - -	11	7	18
On Campus Part-Time students - - - - - - - - - - - - -	306	241	547
Totals on campus - - -	317	248	565
Off Campus (Extension) students - - - - - - - - - - -	11	60	71
Totals enrolled - - -	328	308	636

Of the 565 students taking work on campus, 48 were permitted to enter the Daytime classes. These include the college nurses who are working toward a B.S. in Health Education elsewhere, the foreign students taking undergraduate work here, the Graduate Students taking undergraduate courses toward teaching certificates, the Seniors who have been permitted to take senior electives for graduate credit, and a few special students with individual problems

GRADUATE STUDENTS			Compared With	UNDERGRADUATE STUDENTS		
Men	Women	Total		Men	Women	Total
284	258	542	Non-Veterans	11	47	58
32	3	35	Veterans	1	0	1
316	261	577	Totals	12	47	59

Of the 59 Undergraduate students, 8 were Montclair Seniors taking senior courses for Graduate Credit, and this item is shown on the preceding page.

It is noteworthy that there are fewer students these days who still lack a degree. In the past, our off-campus students were, in large measure, undergraduate students. Here is the composition of our spring 1954 Extension courses:

PATERSON (3 courses continued from Fall)		MAPLEWOOD course	Total
7	Graduate Men	2	9
32	Graduate Women	20	52
3	Undergraduate Men	0	3
10	Undergraduate Women	0	10
52*	Total Enrolled	22	74*

*Of this total, 2 women and 1 man took courses on campus also and are thus not considered to be "Extension" or "off-campus" students, which brings the number of these down to 71, as shown on the previous page and as Extension or off-campus students in the summary at the top of this page.

Report continued on next page

PART-TIME COURSES	TEACHER	STUDENTS ENROLLED
Graduate A500---Master's Thesis	Ingebritsen	1
Bus. Ed. A406---Advertising I	Willing	11
Bus. Ed. A414---Merchandising I	Sheppard	14
Bus. Ed. A416---Accounting Problems	Froehlich	5
Eng. A432---Development of the Drama	Bohn	17
Eng. A435---Stagecraft	Fox	7
Eng. A447---Philosophy of Great Literature	Young	10
*Eng. A466---Speech Development	Kauffman	13
Eng. A467---Oral Interpretation for the Teacher	Ballare	11
Eng. A511---History of Literary Criticism	Pettegrove	14
Geog. A419---Economic Geography of U.S.S.R.	Milstead	35
Integ. A475A---Fund. Elem. School Music	Morse	9
Integ. A478---Elementary School Science	Allen	12
Integ. A500B--Advanced Educational Psychology	Sperle	33
Integ. A500D--Sch.Adm.I: Functions & Org'n	Morehead	41
Integ. A500D--Sch.Adm.I: Functions & Org'n	Skogsberg	41
Integ. A502---Org.&Adm. Modern High School	Atkinson	22
Integ. A503---Methods & Insts. of Research	Lutz	26
Integ. A504B--Seminar in Curriculum Org'n	Fraser	26
Integ. A505---Org&Adm.Extra-Curr.Activities	W. Scott Smith	46
Integ. A505---Org&Adm.Extra-Curr.Activities	Rice	41
Integ. A517---Adm. of the Elementary School	Phipps	88
Integ. A521B--Psych.Tests in Guidance Programs	Ingebritsen	13
Integ. A537---Social-Moral Guidance	E. C. Davis	68
Integ. A548---Curr.Const'n in Elementary Sch.	Doll	69
Integ. A551---Prins. & Techs. of Guidance	Atkinson	38
Integ. A551---Prins. & Techs. of Guidance	Mary Holman	25
Integ. A603B--Prins. & Pracs. of Research II	Lutz	6
Math. A509A---Crit.Interp. M. in Senior H.S. I	Clifford	11
Math. A510B---M. applied to Science,Art,Music	Humphreys	12
Math. A511A---Foundations of Geometry	D. R. Davis	10
Math. A512----Methods of Approximation	Steinhart	10
Biol. A414----Field Ornithology	Kuhnen	14
Physics A409--Introduction to Radio Commun'n	K. O. Smith	12
Soc.St. A430--The Citizen and the State	Clayton	33
Soc.St. A467--Florida Peninsula Field Trip	Bye	13
Soc.St. A492B-Studies in American Life: The WEST	Bye	13
Soc.St. A493B-WesternEurope s. W.W.I, Part II	Cohen	19
Soc.St. A502--Origin & Dev.Amer.Constitution	Moffatt	18
Soc.St. A524--Econ. of Public Fiscal Policy	Pellshan	14
Added courses:		
Integ.A407A---TV in Ed. Workshop I	Sheft	25
Integ.A440---Camping Education	Ambry	11

*This course had been announced for Netcong, but was brought back to the campus and given in 8 double period sessions.

EXTENSION COURSES			
Eng. E455--Reading Insts. of H.S. Students	(Maplewood)	Dr. Fulcomer	22
Int. E420R-Community Centered School, II	(Paterson)	Dr. Covello	21
Int. E421B-Lead'ship in Community Ed., II	(Paterson)	Mr. Parrino	36
Int. E422B-Org.,Adm.,Sup. Community Ed.II	(Paterson)	Mr. Parrino	20

Ten Graduate students enrolled for Supervised Student Teaching and Practicum. Of these, 2 withdrew. Three of the remaining 8 changed to Int. 461--The Junior H.S. Curriculum, permission having been granted, in lieu of Practicum.

Report continued on next page

SEMESTER-HOURS LOAD

Number of Students Spring 1953		Number of Students Spring 1954	No. of S.H. Taken	1954 Total S.H. Taken
0		0	1	0
353		277	2	554
0		1	3	3
212		221	4	884
1		0	5	0
80	Compare with ---	106	6	636
0		0	7	0
9		9	8	72
0		1	9	9
4		3	10	30
1		0	11	0
7		7	12	84
6		5	13	65
7		1	14	14
0		1	15	15
3		3	16	48
1		0	17	0
0		1	18	18
684		636		2432

Dividing the total semester-hours taken by the number of students in attendance, 636, gives an average semester-hour load per student of 3.8 S.H.

Dividing the total semester-hours taken by 16, the load of a full-time college student, gives an equivalent of 152 full-time students. This is known as the WEIGHTED SCORE.

- - - - - - - - - -

Prepared May 7, 1954 by Elizabeth S. Favor, Assistant in Graduate Personnel

1954 SUMMER SESSION REPORT
NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

COMPARISON OF

	Summer 1954	with	Summer 1953
INDIVIDUAL STUDENTS			
Total Number Individual Students Enrolled - - - - - -	619		627
ON MONTCLAIR COLLEGE ROLLS - - - - - - - - - - - - - -	513		507
On the School of Conservation Rolls - - - - - - - - -	106		120
Study of the Students on MONTCLAIR COLLEGE ROLLS:			
Veterans (Taking work under the G.I. bill) - - - - -	21		28
Non-Veterans -	492		479
Totals	513		507
GRADUATE Students enrolled - - - - - - - - - - - - - -	412		399
Undergraduates enrolled - - - - - - - - - - - - - - -	101		108
NUMBER OF COURSES GIVEN			
On the MONTCLAIR COLLEGE campus - - - - - - - - - - - -	69		67
At the State School of Conservation - - - - - - - - - -	10		12
Total number courses given - - - - - - - - - - -	79		79
Average number courses taken by each student at MONTCLAIR	2.4		2.1
REGISTRATIONS IN THE COURSES			
At MONTCLAIR			
In the regular summer session courses - - - - - - - -	1135		891
In the courses of the two-weeks China Institute - -	37		74
In the courses of the two-weeks U. N. Institute - -	39		67
In the Field Studies courses - - - - - - - - - - - -	40		45
In the post-summer session course in Driver Ed. - -	18		17
Total registrations in courses at MONTCLAIR - - - - -	1269		1094
In courses at the State School of Conservation	128		134
TOTAL OF ALL REGISTRATIONS * * * ----------	1397		1228
Average No. registrations in each course at MONTCLAIR	18.3		16.3
SEMESTER-HOURS LOAD AT MONTCLAIR			
Total S.H. Load of all students enrolled - - - - - - -	2697		2477
Average number S.H. Load per student - - - - - - - - -	5.2		4.88
WEIGHTED SCORE OF STUDENTS AT MONTCLAIR - - - - - - - - - -	167		155

Comment and further data are given on the pages that follow.

E.S.Favor October 1, 1954

SPECIAL COMMENT

The total enrollment for the Summer Session of 1954 on the Montclair campus was slightly higher (by six students) than in 1953. This was in spite of the decided decline in the attendance at the China Institute, which dropped from 74 to 37, and a similar decline in the enrollment at the United Nations Institute, which dropped from 67 to 39. Also, enrollment in the Field Studies courses dropped from 45 to 40.

On the other hand, the average number of coures taken per student rose from 2.1 to 2.4; the average number of semester-hours load per student rose from 4.88 to 5.2; the average number of registrations per course rose from 16.3 to 18.3; and the total enrollment, as already noted, rose from 507 to 513.

The total number of men in attendance on the Montclair campus rose from 174 to 205. This was a reversal of the tendency noted over the previous four summers, during which the total number of men fell off with each succeeding year. The new regulation that requires the matriculated student to attend full time, either for one summer session or for one academic semester, may well have been the cause of the increased attendance by the men students.

In previous summers, the number of women in the summer session had remained fairly constant, but this summer the number dropped from 333 to 308. This is a reflection of the fall in attendance at the Institute courses, which are usually attended almost exclusively by women students.

It would seem evident that we must offer some new courses to bring back the students who have taken the Institute courses in the past. I would like to see these new offerings of such a nature as to attract men students as well as women. I wish that we might accept Dr. Morrison's suggestion and offer more courses in Science, for example.

Again, I should like to mention the fact that we should offer Integration 300B in order to take care of the students who come to us for Certification for the Secondary Certificate.

This summer, an effort was made to prepare a few teachers to undertake the teaching of French or of Spanish in the elementary grades, when children learn to speak a language correctly with more ease than when they are older. 16 students attended these courses.

As the State School of Conservation is now being run as a completely separate unit, this is the last time that its figures will be included in our summer session data. Mr. Ambry made his own report to Dr. Morrison's office this summer, instead of its being included in my report as in former years.

The preceding page shows the summaries of the figures for 1953 and 1954 for comparison purposes. Following are analyses of the figures for the 1954 Summer Session only:

E.S.Favor Oct. 1, 1954

ANALYSIS OF THE INDIVIDUAL STUDENTS

	Men	Women	Total
On the Montclair Rolls- - - - - - - - - -	205	308	513
On the School of Conservation Rolls- -	24	82	106
Totals - - - -	229	390	619

Analysis of the figures on the Montclair Rolls

Veterans taking work under the G.I. Bill

Men Graduates - - - - - - - -	16	Men Undergraduates- - - - -	1
Women Graduates - - - - - - -	4	Women Undergraduates - - -	0
Total VETERAN Graduates	20	Total Veteran Undergrads -	1

Total taking Work under the G.I. Bill -------- 21

Others in Attendance, including Korean War Veterans (of whom there were 30)

Men Graduates - - - - - - - -	156	Men Undergraduates - - - -	32
Women Graduates - - - - - - -	236	Women Undergraduates	68
	392		100
Total of ALL GRADUATES	412	Total UNDERGRADUATES	101

68 of the Undergraduates were Montclair S.T.C. students; one of whom took work for Graduate credit, the others for undergraduate credit.

17 of the students on the campus this summer came from outside the State:

1 from the Phillipines
2 from Hawaii
4 from Maryland
1 from Maine
2 from Michigan
2 from Florida
1 from South Dakota
3 from New York
1 from Virginia

SEMESTER-HOUR LOADS OF STUDENTS ON THE MONTCLAIR ROLLS

Number Students Taking- - - - - - -	S.H.	Total Semester-hours
4	1	4
59	2	118
78	3	234
68	4	272
4	5	20
177	6	1062
1	7	7
120	8	960
0	9	0
2	10*	20
513 -------	Totals ---	2697

Dividing this total of 2697 s.h. by the number of students enrolled, 513, gives an average number of 5.2 s.h. taken per student this summer.

Dividing this total of 2697 semester-hours by 16 (the usual load of a full-time student in the academic year) gives a weighted score of 167 students.

I have placed an * following the figure 10 to draw attention to the fact that while 8 s.h. is the total load permitted for the six weeks summer session, it is possible to earn more by taking the Driver Education course or a Field Studies course that follows the summer session.

Analysis of the COURSES GIVEN AT MONTCLAIR THIS SUMMER

Number courses offered---	76
Courses Discontinued------	7
Number courses given-----	69

Number Class Sections with enrollments between	1 - 9 ----	17
	10 - 19 ---	32
	20 - 29 ---	13
	30 - 39 ---	6
	40 - 49 ---	4
Total number Class Sections - - - - - -		72

REGISTRATIONS in these courses by Departments

Subject Taught	No. of Different courses taught	GROSS Student Enrollments
Accounting and Business	4	46
Art	1	8
English & Other Language Arts	9	99
Foreign Languages	2	16
Health & Physical Education	1	14
Mathematics	5	85
Psychology and Education	25	706
Science: Biology		
Science: Chemistry		
Science: General		
Science: Physics	3	23
Social Studies: Economics, Sociology, and Political Science	7	93
Social Studies: Geography	2	30
Social Studies: History	1	15
United Nations Institute	2	39
China Institute	3	37
Field Studies	3	40
Driver Education	1	18
TOTALS	69	1269

Dividing this total 1269 of Registrations by the number of courses given, 69, gives the average number of registrations in each COURSE as 18.3; dividing by the number of class sections, 72, gives an average of 17.6.

Respectfully submitted,

Elizabeth S. Favor
Assistant in Graduate Personnel

October 1, 1954

New Jersey State Teachers College at Montclair

College High School

Report to the President

Academic Year
1953 - 1954

I. Developments and Trends

Staff members are continuing to play and active role in the determination of those school policies which relate to the observational aspects of the program. The following represent examples of this activity:

A. Guidance services organized so as to better serve needs of faculty members and students.
B. Emphasis on study skills to be given as one aspect of demonstration teaching.
C. Testing program further developed. Now includes aptitude and interest tests in grade ten. Results available for study by faculty members and observers.
D. Set of routine policies developed to guide actions affecting demonstration classes.

II. Special features and accomplishments

A. System of reporting pupil progress in grades eight and nine under study. Results of study to become effective in the school year 1954 - 55.

B. Developmental program of offering in field of social studies completed. Sequence of experiences to be as follows:

1. Grade seven not prescribed because of orientation program.
2. Grade eight World Geography.
3. Grade nine World History.
4. Grade ten Modern European History.
5. Grade eleven American History.
6. Grade twelve Problems of American Democracy.

C. Classroom appearance beginning to create desirable educational atmosphere as increased number of faculty members are giving attention to this phase of demonstration program. Addition of bulletin board space has also been factor.

D. Extra-classroom activities are developing to the extent that departments are being encouraged to broaden base of student observations to the extent that some of these activities are included.

E. The continual improvement of the physical facilities of the school is making it a safer, a more attractive, and a more serviceable demonstration school.
The following improvements were made during the year:

New Jersey State Teachers College at Montclair

College High School

Report to the President

Academic Year
1963 – 1964

I. Introduction and Trends

Many students are assuming to play the active role to the governments of whom school policies which relate to the administrative aspects of the programs. The following responsibilities of this training:

a. Students involved organizations in the School cover range of faculty members and students.
b. Students an active role in plans across range of school-related learning.
c. Teaching program further directed. The Student centered and informal learn to group time. Student activities to study by faculty members and students.
d. Set of student policies conditions on group activities (faculty demonstration school).

II. Curriculum Content and Instructional

A. Number of committees study curriculum in various high and elementary study. Results of plans to become effective in the school year 1964 - 65.

B. Instructional techniques of attention to [illegible] students. Examples of experiments [illegible] as follows:

1. Some series set presented between of orientation programs.
2. Basic eight world languages.
3. Basic video tapes.
4. Small Sub Science Programs (Grade).
5. Social science Academies Program.
6. Basic Media Training of Medical Language.

C. Different Experiences Designed to provide Individual School-Experiences as Internal Source of Faculty members are giving attention to this phase of educational program. Activities of Activity Sheet Group has also been taken.

D. Extra-curricular activities are determined by the school that committed are being encouraged to develop here of student participation by the school that some of these activities are included.

E. The successful improvements of the physical conditions of the school is making it a better, a more attractive, and a more comfortable instructional school.
The following improvements were made during the year:

Report to the President continued

1. Installed:
   a) New fuse and switchbox on stage in auditorium (college budget)
   b) bulletin boards in rooms 4, 5, and 14 (college budget)
   c) slates in front chalkboards in rooms 4,5 and 14 replaced with slates from side chalkboards.
   d) ceiling in first floor acousticized (college budget)
   e) ceiling in second floor corridor and stairwells acousticized (high school fund)
   f) fluorescent light in outer office (college budget)
2. Purchased:
   a) Thirty desks and four chairs for room 13, thirty desks and thirty chairs for room 14 (college budget)
   b) three teachers desks, rooms 12, 13 and 14 (col.budget)
   c) one desk file for room 12 (high school fund)
   d) one folding table (high school fund)

III. Recommendations

A. The college administration and the heads of departments should study carefully and continually the qualifications and performance of the demonstration school staff. Whenever it appears to be advisable, and vacancies occur, present staff members should be replaced by new staff members who are specifically qualified to do demonstration teaching.

B. The college administration should continue the trend toward having several demonstration teachers assigned to the high school on a full-time basis. Such an assignment of faculty members would enable the high school administration to organize a more typical over-all program within the school and thereby improve observation opportunities for the college students.

C. The improvement of the physical facilities at College High School should be continued according to a systematic plan.

IV. Statistical Data

Enrollment

	7th	8th	9th	10th	11th	12th	
Boys	15	15	15	16	12	13	86
Girls	15	15	15	14	17	11	87
Total	30	30	30	30	29	24	173

Number of teachers devoting full time to College High School 2
Number of teachers devoting part time to College High School 36

Number of graduates June 1954 24

Report to the President continued

Summary of Observations

Department	Total Observations (1952 - 1953)	Total Observations (1953-54)
English	3,793	2,045
Social Studies	2,344	2,101
Mathematics	2,675	2,147
Science	1,313	1,658
Language	1,374	1,408
Music	232	266
Total	11,731	9,625

Respectfully submitted

Keith W. Atkinson

Keith W. Atkinson
Director, College High School

KWA:EH

Report to the President

Conclusions

Summary of Conversations

Discussant	Total Conversations (1970 - 2070)	Total Conversations (2070-Now)
Biggins	3,703	1,012
Lawler Brooks	2,411	1,207
Hernandez	4,575	4,147
Stokes	1,120	3,458
Lopez	1,374	3,208
Hart	570	[illegible]
Total	13,752	9,459

Respectfully submitted,

[illegible]

Chief, Conclusions

Scientific, Technical Staff Center

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

THE LIBRARY

REPORT TO THE PRESIDENT
Academic Year
1953 - 1954

I. TRENDS AND DEVELOPMENTS

A. STAFF

Mrs. Mollie C. Winchester, for seventeen years Librarian of the College High School, retired at the end of the fiscal year. Her work with the students of the high school was outstanding, and she will be greatly missed for her untiring interest in them and her unfailing sympathy with their problems.

In collaboration with Dr. Atkinson, Principal of the College High School, four applicants for the position of College High School Librarian were interviewed, and Mrs. Dorothy Sked was appointed. Mrs. Sked is a graduate of Newark State Teachers College, and has her library school degree from Trenton State Teachers College. She has had experience as a teacher, and has been librarian in a private school and in Fairlawn High School. We feel very happy to have her on our staff.

During the year 1953-1954 the library staff consisted of:

Miss Anne Banks Cridlebaugh, Librarian
Mrs. Florence H. Brainard, Assistant Librarian and Cataloger
Miss Claire M. Merlehan, Reference Librarian
Mrs. Barbara Baylor, Head of Loan Desk
Mrs. Mollie C. Winchester, College High School Librarian

Mrs. Dorothy Fulcomer has acted as part-time filing clerk, and Mrs. Inga Carotenuto, and later Mrs. Evelyn Boucher, as part-time typist.

B. INSTRUCTION

Miss Cridlebaugh and Miss Merlehan again gave a diagnostic library test to all freshmen, taking time from the civilization and citizenship classes. Only two periods were used, one for the test and the other for going over the results with the students and giving them a brief description of the library's resources.

Miss Merlehan worked with the sophomore Composition classes, teaching them how to use the Readers Guide and the Education Index in connection with their research papers; then met with each student in the library at least once as a resource person.

The Pennsylvania State College Library

THE LIBRARY

REPORT TO THE TRUSTEES
Academic Year
1937 - 1938

I. CHANGES AND DEVELOPMENTS

A. STAFF

Mrs. Hallie G. Wiedemann, for seventeen years librarian of the College High School, retired at the end of the fiscal year. Her work with the students of the high school was outstanding, and she will be greatly missed for her unfailing interest in them and her satisfactory dealings with their problems.

In substitution also for Mr. Williams, retiring of the College Home Economist, first applicants for the position of College High School librarian were interviewed, and Mrs. Dorothy Bond was appointed. Mrs. Bond is a graduate of Lamar High School (Texas), and has had library school degree from Western Reserve College. She has had experience as a teacher, and has been librarian in a private school and in Fairfax High School. We feel very happy to have her on our staff.

During the year 1937-1938 the library staff consisted of:

Miss Anne Louise Coleman, librarian
Mrs. Florence E. Dunkerly, assistant librarian
and cataloger
Miss Grace M. Meiklem, reference librarian
Mr. Barbara Naylor, head of loan desk
Mrs. Hallie G. Wiedemann, College High School librarian

Mrs. Dorothy Dunkerly has added to part-time filing clerk, and Mrs. Jane Cunningham, and Miss Mrs. Evelyn Saunder, as part-time typist.

B. INSTRUCTION

The librarians and the reference staff gave a diversified library part to all freshmen, making them from the difficulties and difficulties classes. Only two periods were used, one for the last and the other for going over the results with the students and giving them a brief description of the library's resources.

This varied work varied with the psychology department classes, teaching them how to use the Reading Guide and the Interpretive Index to correlate also their research projects that all with each students in the library is basic work as a reference source.

Miss Cridlebaugh again worked with seniors in their major methods classes, speaking to them about the reference and teaching materials of their major fields.

C. EXHIBITS

As in the past, Mrs. Brainard has used the library bulletin boards for timely exhibits, and has advised students informally on the arranging of their own bulletin boards for class projects, as well as helping them find suitable bulletin-board material.

D. WORKSHOPS

The China Institute Workshop was held again this year, and the use of the Library was again great. Mrs. Church added a number of books on present-day China to provide material for the course on China and Its Neighbors Today. Again the library had to borrow from Montclair Public Library and from China House in New York in order to have enough books for the course concentrated in a twelve-day period.

The United Nations Workshop and Institute did not descend upon the library to quite such an extent as in previous years, although the library bought all the books requested by the directors of the Institute.

E. GIFTS

A number of Montclair people gave books to the library, among them Dr. Ethan T. Colton, who presented the library with his collection of books, pamphlets and white papers dealing with foreign governments.

A large gift of books was received from Miss Eula McKinney, retired M.S.T.C. English instructor.

II. STAFF ACTIVITIES

For the fourth consecutive year the librarian served as a member of the Evaluation Committee of the Middle States Association of Colleges and Secondary Schools, which in February evaluated Susquehanna University, in Selings Grove, Pennsylvania.

In June the librarian attended a conference on the college library held for a week at the University of Chicago Library School. From there she went to Minneapolis to attend the annual convention of the American Library Association.

Miss Cridlebaugh wrote the guest article in the Fall 1953 issue of the Montclair Quarterly. The topic was <u>The Changing Philosophy of Library Service</u>.

The librarian was also asked to be a member of a panel group on <u>Censorship in Libraries</u>. The program of which this was a part was put on by the Bergen-Passaic Library Association.

This Tuskegeeism would seemed with members in their major religious clubs, especially to those among the veterans and benefiting materials of their major clubs.

V. Minutes

In its 1st year, Mrs. Brailsford has used the library bulletin boards for class activity, and the activated students helpfully on the arrangement of their own bulletin boards for class projects, as well as helpful ideas from activity bulletin-boards material.

VI. Circulation

The Cities Traditions Inventory was held again this year, and the use of the library was again good. Mrs. Brown acted a number of books to personal-day films to provide material for the groups on films and the Bookmobile Today. Among the library and to borrow film-state-state public library and from Tuskegee Institute in order to have enough books for the course concentrated in a leisure-day period.

The United Services Bookshelf and facilities at her disposal gave the library to quite work as evidence as in previous years, utilizing the library benefit all the books requested by the directors of the facilities.

VII. Gifts

A number of monetary gifts were built in the library, some from Mr. Frank T. Gilson, who presented the library with six volumes of books, pamphlets and extra magazines useful with Jewish experiences.

A large gift of books was received from the Tuskegee Institute, related U.S.I.S. English instructor.

IX. Staff activities

For the fourth consecutive year the library was served by a member of the Instructor Committee of the Middle Tuskegee Association of Colleges and Secondary Schools, which is Professor emeritus Southeastern University, in Tuskegee Grove, Pennsylvania.

In June the librarian attended a conference on the college library held for a week at the University of Chicago Library Institute. Then she went on to Tuskegee to attend the annual convention of the American Library Association.

Miss Cardwell wrote the short article in the fall 1951 issue of the Institute Bulletin. The title was The Librarian Relationship of Library Service.

The library was also asked to be a member of a small group on Democracy in Literature. The program of video tape was a part was put on by the Tuskegee-Tuskegee Library Association.

At the fall meeting of the College Section of the New Jersey Library Association, the librarian was moderator of a panel discussion on the Loan Services of the College Library.

She was also a member of the Public Relations Committee of the New Jersey Library Association, and Chairman of the Membership Committee of its College Section.

Members of the professional staff of the library served on the Curriculum Revision Committees of the College, and worked with the faculty in preparing bibliographies on general education and on basic professional education.

Mrs. Baylor took a course in Children's Reading, given by Trenton State Teachers College Library School.

III. STATISTICAL STUDIES

A. BUDGET

As in the past two years, the library budget was $6,500., with $300. extra from a special contingency fund for the College High School Library.

Library expenditures were as follows:

	1952-1953	1953-1954
Books	$4705.69	$4930.38
Periodicals	1340.02	1460.66
Binding	279.07	458.98
Supplies	848.38	692.85
	$7173.16	$7542.87

The library turned in to the State from library fines and "lost books paid for" $341.50 as against $547.73 in 1952-1953.

B. ACCESSIONS AND WITHDRAWALS

	Main Collection	Textbook Exhibit	Total Main	High School	Total
In Library Jl.1, 1953	59,668	5,252	64,920	3,934	68,854
Purchased	1,353		1,353	217	1,570
Gifts	897	174	1,071	16	1,087
Total added	2,250	174	2,424	233	2,657
Withdrawals	1,086	49	1,135	367	1,502
In Library Je.30, 1954	60,836	5,377	66,213	3,800	70,013

Duplicates constitute 22.5% of the library's holdings.

At the Exit meeting of the College Section of the New Jersey Library Association, the librarian was moderator of a panel discussion on the Open Services of the College Library.

She was also a member of the Public Relations Committee of the New Jersey Library Association, and Chairman of the membership Committee of the College Section.

Members of the professional staff of the Library served on the Curriculum Revision Committee of the College, and worked with the faculty in preparing bibliographies on general education and on faculty professional education.

Mrs. Martin took a course in children's literature, given by Trenton State Teachers College Library School.

III. Financial Position

1. Income

During the past two years, the Library Budget was $6,500., with $700. extra from a special appropriation for the College Year Book Annual Library.

Library expenditures were as follows:

	1952-1953	1953-1954
Books	[illegible]	[illegible]
Periodicals	[illegible]	[illegible]
Binding	[illegible]	[illegible]
Supplies	[illegible]	[illegible]
	$[illegible]	$[illegible]

The Library spent in excess of the Trenton State Library Class and "Year Book" grant $[illegible] in addition $[illegible] in 1952-1953.

2. Accounting and Attendance

	Date of Collection	Overdues Monthly	Total Fine	Other Income	Total
In Library 31.1. 1953	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Purchased	[illegible]		[illegible]	[illegible]	[illegible]
Gifts	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Total added	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Withdrawals	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
In Library 28.30. 1954	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Duplicates amounting 22.3% of the Library's holdings.

C. CIRCULATION STATISTICS

Faculty	Non-reserved Books	Reserved Books	Total
3,041	29,366	7,461	39,868

Average Enrollment	878
Total Circulation	39,868
Average per capita Circulation	45.4

IV. RECOMMENDATIONS

A. TYPIST CLERK

Once more the Library strongly recommends the addition of a typist-clerk to the staff. This is a real need. By freeing the professional staff from many purely clerical duties which they now must perform because there is no one else to do them, the employment of a typist-clerk would enable them to give better service to the students.

B. EXTRA FUNDS

To meet the book needs of the three new majors added to the curriculum, an additional allotment of money for books is needed.

C. LIBRARY INSTRUCTION

It is important that the prospective teacher be aware of the value of the library's resources, and be able to use them easily. It is recommended that more time - eight to ten hours a term - be allotted for library instruction of all freshmen, and that this be dignified by being part of a course, with credit given.

It is also recommended that an additional hour be assigned to the Library in the senior methods classes, so that Mrs. Brainard may talk to them about the making of effective bulletin boards. This cannot be done in the present allotment of time.

D. LIBRARIAN ON EXECUTIVE COUNCIL

One of the AACTE recommendations was that the librarian should be on important committees. It is recommended therefore that the librarian be asked to serve on the Executive Council of the College.

E. PHYSICAL EQUIPMENT AND PLANT

1. A new larger loan desk would greatly facilitate the work of that department. In addition, shelves for "closed" reserves would lessen the losses in reserve books. It is recommended that such a loan desk, including shelves for "reserves" be purchased now, with a view to using it later in the enlarged library which we hope soon to have.

2. Adequate stack lights are badly needed in the Curriculum Laboratory and Text-book Room. At present, during the late afternoon and evening, it i literally impossible to see the titles of any of the books in that room except those in the center stack.

3. The library needs repainting, and the floors sanding and refinishing.

Respectfully submitted,

Anne B. Cridlebaugh

Anne B. Cridlebaugh, Librarian

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

THE COLLEGE HIGH SCHOOL LIBRARY

Report to the President
Academic Year
1953 - 1954

TRENDS AND DEVELOPMENTS

The socialized lesson, and more recently the use of socialized examinations (particularly in science classes) demands a broad use of all available reference tools from general encyclopedias to specific and recent books. One evaluating group, from Middle States Association, said that College High School had more sets of encyclopedias than any other New Jersey high school. If this be so, even College High School isn't overstocked, for these new and up-to-date sets have wide use with all grade-levels. Even the observers from the College, who in demonstration routines lead student groups, make a first approach through the encyclopedias.

The recreational reading trends are definitely in science fiction, travel, and historical fiction - the latter interest stimulated by the Landmark Series and other historical sets. The Junior Guild books maintain first place. One seventh-grader thought it "sure an interesting way to find out things, about what happened in history."

ACCESSIONS

The book fund is augmented by those English classes that subscribe to the Mentor and other pocket-books. Since these pocket-books cover a wide range of subjects, many students make their choice in history and biography. A splendid base for further book buying in a better format.

COOPERATION WITH THE COMMUNITY

Teachers from Paterson, Clifton, Montclair, and many student-teachers in practice, make use of our vertical files. Of course the college classes in "Literature for Adolescents" make continuous and enthusiastic use of the College High School collection. This has always been one of the chief delights of the College High School Librarian's work.

LABORATORY HOURS

This phase of College High School library use was developed at length in the 1953 report. It has expanded in popularity, more teachers bringing classes for this guidance and "inter-action" of students as individuals. The group's work is an outstanding success, and gives evidence for sociometry study by the college observers.

THE LIBRARY OF THE COLLEGE OF CONCORDIA

THE COLLEGE HIGH SCHOOL LIBRARY

Report to the President
Academic Year
1973 - 1974

THEMES AND DEVELOPMENT

The isolated lesson, and more recently the use of simplified examination (particularly in science classes) bespoke a total ban of all available reference tools from general examinations in specific and remote books. The evaluating study, from Illia State Administration, said that College High School had more sets of encyclopedias than any other Sex School school. It this be so, even Gallagher High School didn't overtaxed, for there are not so-to-date sets more wide use with all grade-levels. Even the obsequious from the Fellows, who in Administration reminds Lord Stanley Cooper, made a first appearance always the encyclopedias.

The inconvenient reading rooms are aesthetically in extreme fiction, formal, and traditional fashion - the latter believed prime-level by the Academy Service and other educational area. The senior Gallagher books minimals first place. The seventh-grader *thought* it 'were an interpretive way to find out things, about what happened to history.'

ACCESSIBILITY

The book fund is augmented by these Gallagher classes that subscribe in the Senior and elder grades-level. Since these reading-books cover a wide range of subjects, many students make their choice in history and biography. A substantial book fee further book-buying in a better format.

ORGANIZATION AND THE CONCERNED

Teachers from Tahiana, Gilfran, Humphrey, and many students-teachers in general, make use of our original file. Of course the College classes in "Librarians for Educational" make continuous and substantiate use of the College High School collection. This also alone book use of the other facilities of the College High School Library's work.

LIBRARIAN AIDS

This phase of College High School Library was not developed at length in the 1973 report. It had expanded in popularity, even students bringing classes for site guidance and "term-setting" of students in individuals. The group's work is as refreshing events, and gives evidence for authenticity among by the College observers.

EXHIBITS

As in other years, our displays correlated library with classroom teaching: United Nations, China, the Middle Ages, and always New Jersey history and current events. The set-up of the series entitled "Our World," issued in color by Life Magazine, stimulated personal purchase at all class levels, and found an echo in the use of our astronomy and other science shelves. We again made lists for suggested Christmas gift books, and displayed books for the younger classes. We also exhibited autographs of famous Americans: Longfellow, Hawthorne and others, and books used by our ancestors: McGuffey's readers, Bay Psalm Book facsimile, old arithmetics, science texts, etc. These were assembled from the Librarian's personal collection.

STATISTICS

Total number of volumes in C.H.S. Library July 1953		3934
New books added	233	
Books withdrawn or transferred to Main Library	367	-134
Total number of volumes in C.H.S. Library June 1954		3800
Exhibits and displays		24
Laboratory groups		35
Book talks by the Librarian		2
Bulletin board talks by the Librarian		6
Circulation 1953-1954		3041*

Decrease of 967. The laboratory method calls for the use of many reference books and other books, the use of which is completed in the Library.

Respectfully submitted,

(Signed) MOLLIE C. WINCHESTER
College High School Librarian

New Jersey State Teachers College at Montclair

Department of Public Relations

Report to the President
Academic Year
1953 - 1954

During the academic year 1953-54, the Public Relations office continued to concentrate on educational publicity. Such publicity, of course, was designed to cause the general public to understand and to accept favorably Montclair State Teachers College.

Again the director would like to emphasize that publicity is but one of the tools in any successful public relations program. However, with but eight hours allotted to carrying out the duties of the position, a broad program is not possible.

A total of 469 news and feature releases to New Jersey and New York newspapers was distributed. Of these, 349 pertained to student activities, 62 to faculty, 42 to the College, 32 to alumni, and four to the War Memorial Fund. Twenty-five news and magazine photographs were either released or arranged for, including a series of colored pictures of freshman coeds for the Newark Sunday News rotogravure section. Thirty releases were prepared for magazines, including the NEA Review, Suburban Life, College Guidance Digest; also educational journals throughout the United States and various alumni journals.

In addition to preparing and disseminating news and feature releases, the director also served as editor for three issues of Alumni Life and for one issue of MSTC Today, reducted a booklet entitled The New Look at Montclair, and prepared a brochure for the Memorial Organ Fund. She also compiled a list of College activities for the 1954 State Activities & Events Book and prepared copy for a full-page advertisement pertaining to the Summer Session for the NEA Review.

Other activities undertaken included: active participation in the Council on Public Relations for the State Teachers College and continuation of a policy of contacting, either personally or by telepone or letter, editors and reporters of nearby newspapers.

According to authoritative sources, part of the credit for the unusually large increase in the number of applicants seeking admission to the College is due to the wide press coverage the institution received.

It is hoped that during the coming year an active student public relations committee can be created. In the following year, perhaps a faculty committee on public relations can also be established. After all, public relations should be the concern of everyone affiliated with the College, for the essence of public relations is the practice of it.

Respectfully submitted,

Hans Chamberlin Gerge
Director

New Jersey State Teachers College at Montclair

Department of Business Education

Report to the President
Academic Year
1953-1954

This year might well be characterized as "The Year for Curriculum Study." Intensive study was made at the State, college, and departmental levels of programs, curricula, and courses of study. Each department was asked to study and make recommendations for its contributions to "General Education" and "Professional Education."

The business education department was also involved in the consideration of the problems which grew out of the decision of the State Board of Education and the State Department of Education to merge the business education departments of Paterson State Teachers College and Montclair State Teachers College. The main problems that were considered were:

1. A comprehensive business education curriculum including secretarial studies for Montclair, which was to be the State training center for North Jersey of business education teachers.

2. The integration of the staff loads of the business departments at Montclair and Paterson.

3. The possible effects of the decision made by the State Department of Education that there would be no entering freshman class at Paterson in the academic year 1954-1955.

4. The decision that Dr. M. Herbert Freeman, Head of the Business Education Department at Paterson State Teachers College, would be the department chairman at Montclair in the merged set-up as of September, 1954.

5. The plant and equipment needs as required by the new comprehensive business education curriculum involving secretarial studies for Montclair for the first time.

Business Education in General Education

When each department made recommendations to the General Education Committee for the inclusion of general education courses the business education department suggested that a course involving topics common to basic business education be required. The topics listed for such a course were:

1. Automobile ownership and operation
2. Shelter-home ownership vs. renting
3. Efficient and wise use of personal banking facilities - the law of

New Jersey State Teachers College at Montclair

Department of Business Education

Report to the President
Academic Year
1953-1954

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Business Education in General Education

Each department made recommendations to the General Education Committee for the inclusion of general education courses the business education departments proposed that a course involving topics common to basic business education be required. The topics listed for such a course were:

1. Automobile ownership and operation
2. Rental-home ownership vs. renting
3. Efficient and wise use of personal banking facilities - the law of

negotiable instruments.

4. Personal and family money management problems, including budgeting and record keeping.
5. General buying techniques, including a development of the ability to use advertising with discernment, and knowledge of private and governmental agencies that aid the consumer.
6. Personal and family investment problems, including social security.
7. Efficient utilization of the facilities for transporting passengers and goods.
8. Efficient and wise utilization of the communication services of business - telephone, telegraph, cablegram, and radiogram.
9. Important practical consumer aspects of business law not covered in the above topics - the law in relation to minors, agency, bailments, employment, domestic relations, wills and estates.
10. A development of the ability to read and understand the business news contained in the newspapers, including the financial page.

This recommendation made by the business education department was voted down by the GeneralEducation Cutting Committee of the College on the grounds that many of the topics were covered by the mathematics department in their course "Social and Commercial Uses of Mathematics," and the social studies department in their contemporary affairs courses. The business education department dissented and attempted to prove that this was not true. The business education department found itself in a minority position with respect to the academic departments represented.

Undergraduate Curriculum

The curriculum in force during 1953-54 was the same as for the year 1952-53. The major in accounting and business practice consisted of 30 semester hours and the minor in social business studies totaled 18 semester hours.

The State Department of Education approved a curriculum for minors in accounting and business practice, social business, and secretarial studies. (See Form 2, Mar. 5, 1954 appended). These programs for minors were to be effective as of September 1954. The major in business education (See Form 1 appended) was approved for only the first year to be effective as of September 1954. There were some objections raised by Dr. Morrison as to the six semester hours of methods courses, the inclusion of a Principles and Problems of Business Education course, and the number of subject matter courses, especially in secretarial studies. (See Form 1, Mar. 5, 1954 appended).

The matter of an approved business education curriculum for four years was to be resolved during the academic year 1954-1955.

negotiable instruments.

4. Personal and family money management problems, including budgeting and record keeping.
5. General buying techniques, including a development of the ability to use advertising with discernment, and knowledge of private and governmental agencies that aid the consumer.
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7. Efficient utilization of the facilities for transporting passengers and goods.
8. Efficient and wise utilization of the communication services of business - telephone, telegraph, cablegram, and radiogram.
9. Important practical consumer aspects of business law not covered in the above topics - the law in relation to minors, agency, bailments, employment, domestic relations, wills and estates.
10. A development of the ability to read and understand the business news contained in the newspapers, including the financial page.

This recommendation made by the business education department was voted down by the Communication Curriculum Committee of the College on the grounds that many of the topics were covered by the mathematics department in their course "Social and Commercial Uses of Mathematics," and the social studies department in their contemporary affairs courses. The business education department disagreed and attempted to prove that this was not true. The business education department found itself in a minority position with respect to the academic departments represented.

Undergraduate Curriculum

The curriculum in force during 1953-54 was the same as for the year 1952-53. The major in economics and business practice consisted of 30 semester hours and the minor in social business studies totaled 18 semester hours.

The State Department of Education approved a curriculum for minors in economics and business practice, social business, and secretarial studies. (See Form 1, Mar. 5, 1954 appended). These programs for minors were to be effective as of September 1954. The major in business education (See Form 2 appended) was approved for only the first year to be effective as of September 1954. There were some objections raised by Dr. Morrison as to the six semester hours of methods courses, the inclusion of a typology and problems of business education courses, and the number of subject matter courses, especially in secretarial studies. (See Form 1, Mar. 5, 1954 appended).

The matter of an approved business education curriculum for four years was to be resolved during the academic year 1954-1955.

Graduate Program

A new graduate program was to be evolved during the academic year 1954-55. The emphasis was to be broadened to include improvement courses in secretarial studies and provide more flexibility in choice at the professional business education course level.

Staff

The statement made in previous reports with respect to staff members may well be repeated. "There is a fine democratic spirit between the various members of the staff. Staff assignments, curricular changes, and other departmental matters are discussed freely and the assumption of departmental responsibilities has been on a most cooperative basis." The outstanding activities of the staff members this year have been as follows:

Horace J. Sheppard - Associate Professor of Business Education, A.B., M. A.

Department Head
Member of Administrative Council
Epsilon Mu Epsilon (Business Education Club) advisor
Financial Advisor of Kappa Delta Pi
Member of T.V.in Education Committee
Member of General Education Committee
Member of Admissions Committee of College High School
Member of General Education Cutting Committee
Chairman of State Business Education Curriculum Committee
Moderator, Chairman of Board of Deacons, Chairman of Education Committee, Central Baptist Church, East Orange, N. J.
Membership in ten professional associations and fraternities.
Attended eight different professional meetings.
Participated with three other business educators in a meeting with a study group of French business educators (at Columbia University), who were learning about business teacher education in the United States.
Research Work - Attended Economics Workshop of the Joint Committee on Economic Education at Riverdale, N. Y.
Member of Committee C which evolved a research study entitled "Economics in Consumer Problems with Emphasis on the Problem-Solving Approach to Housing."
Paper - "Personnel Policies of the N. J. State Teachers College at Montclair."
Paper - "Understanding the Core Curriculum."
Paper - "Authorities in New Jersey."
Book Report - "Staffing Higher Education" - A Report of the President's Commission on Higher Education.
Book Report - "Who Should Go to College" by Byron S. Hollinshead
Courses completed at New York University - 12 semester hours
Speech on Consumer Education - Assembly at Mt. St. Dominick High School, Caldwell, N. J.
Panel discussant in business education meeting at Columbia University's 200th Anniversary "Man's Right to Knowledge and the Free Use Thereof."
Pi Omega Pi (Nat. Bus. Ed. fraternity) banquet and initiation, speech given.

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A new graduate program was to be evolved during the academic year 1954-55. The emphasis was to be broadened to include improvement courses in secretarial studies and provide more flexibility in choice at the professional business education course level.

Staff

The statement made in previous reports with respect to staff members may well be repeated. "There is a fine democratic spirit between the various members of the staff. Staff assignments, curricular changes, and other departmental matters are discussed freely and the assumption of departmental responsibilities has been on a most cooperative basis." The outstanding activities of the staff members this year have been as follows:

Horace G. Sheppard - Associate Professor of Business Education, A.B., M. A.

Department Head
Member of Administrative Council
President Pi Epsilon (Business Education Club) advisor
Financial Advisor of Kappa Delta Pi
Member of T.V.in Education Committee
Member of General Education Committee
Member of Assistance Committee of College High School
Member of General Education Outline Committee
Chairman of State Business Education Curriculum Committee
Moderator, Chairman of Board of Deacons, Chairman of Education Committee, Central Baptist Church, East Orange, N. J.
Membership in ten professional associations and fraternities.
Attended eight different professional meetings.
Participated with three other business educators in a meeting with a study group of French business educators (at Columbia University), who were learning about business teacher education in the United States.
Research Work - Attended Economics Workshop of the Joint Committee on Economic Education at Riverdale, N. Y.
Member of Committee which evolved a research study entitled "Economics in Consumer Problems with Emphasis on the Problem-Solving Approach to Learning."
Paper - "Personnel Policies of the N. J. State Teachers College at Montclair."
Paper - "Understanding the Core Curriculum."
Paper - "Authorities in New Jersey."
Book Report - "Staffing Higher Education" - A Report of the President's Commission on Higher Education.
Book Report - "We Should Go to College" by Byron S. Hollinshead
Courses completed at New York University - 12 semester hours
Speech on Consumer Education - Assembly at Mt. St. Dominick High School, Caldwell, N. J.
Panel discussant in business education meeting at Columbia University's 200th Anniversary "Man's Right to Knowledge and the Free Use Thereof."
Pi Omega Pi (Nat. Bus. Ed. Fraternity) banquet and initiation, speech given.

Paul E. Froehlich - Assistant Professor of Business Education, A.B., B.D., M.A. and Ed.D.

Student Government Association Advisor
Bureau of Student Publications
Advisor - Epsilon Mu Epsilon (a portion of the year)
Member - Curriculum Committee on Professional Education
Member - N. J. State Tax Resource Committee
Member - Bookkeeping Committee for 1955 American Business Education Yearbook
Membership in nine professional associations and fraternities
Attended five different professional meetings
Ed.D. Degree granted by New York University - Oct. 26, 1953
Publications:

1. "The Determination of Content and Procedures of a Bookkeeping Methods Course _____" University Microfilms Inc. 1953.
2. One chapter of "Tax Resource Units," N. J. Department of Education, 1954.

Other participation:

1. Gave invocation - August 1953 Commencement
2. Reading of Scripture - June 1954 Baccalaureate
3. Served on evaluating committee for Middle States Association at Queen of Peace High School, North Arlington, N. J.
4. Again listed in current volume of "Who's Who in the East."
5. Again listed in "Who's Who in American Education."
6. Member of Lay Advisory Committee to Tenafly, N. J., Board of Education
7. Member of Citizens' Educational Council of Tenafly, N. J.
8. Member of Board of Trustees, Anderson College, Anderson, Ind.

Richard W. Willing - Assistant Professor of Business Education, A.B., M.A.

Track Coach for College
Administration of lockers
Membership in nine professional associations and fraternities
Attended thirteen different professional meetings
Publications:

"Workbooks" in Balance Sheet for May 1954
"Standardized Business Law Tests" (Prentice-Hall, Inc.)

Elizabeth T. Van Derveer - Assistant Professor of Business Education, M.A., Ed.D.

Member of Graduate Committee
Advisor - Pi Omega Pi (National Business Education Fraternity)
Recruitment representative for Montclair - 1/3 time
Recruitment for State - Chairman
War Memorial Fund Board - Recording Secretary
Member, Basic Professional Curriculum Committee
Membership in ten professional associations and fraternities
Attended thirteen different professional meetings
N.E.A. - Panel speaker, New York, June 1954
Consultant and speaker - National Committee on Teacher Education and Professional Standards, Albany, N. Y., June 1954.
Editor, "Journal of Business Education"
Editorial on Recruitment, Jan. 1954.
Participation on T.V. program at National Business Teachers Association meeting in St. Louis, Dec. 1953.

Paul E. Proehlich - Assistant Professor of Business Education, A.B., B.S., M.A. and Ed.D.

Student Government Association Advisor
Bureau of Student Publications
Advisor - Upsilon Kappa Phi (a section of the year)
Member - Curriculum Committee on Professional Education
Member - N. Y. State Tax Research Committee
Member - Bookkeeping Committee for 1955 American Business Education Yearbook
Membership in nine professional associations and fraternities
Attended five different professional meetings
Ed.D. Degree granted by New York University - Oct. 20, 1953
Publications:
1. "The Determination of Content and Procedures of a Bookkeeping Methods Course" - University Microfilms Inc. 1953.
2. One chapter of "Tax Research Guide," N. Y. Department of Education, 1953.

Other participations:
1. Dave Invocation - August 1953 Commencement
2. Reading of Scripture - June 1953 Baccalaureate
3. Served on evaluating committee for Middle States Association at Queen of Peace High School, North Arlington, N. J.
4. Again listed in current volume of "Who's Who in the East."
5. Again listed in "Who's Who in American Education."
6. Member of Day Advisory Committee to Faculty, N. Y., Board of Education
7. Member of Citizens' Educational Council of Faculty, N.Y.
8. Member of Board of Trustees, Lebanon College, Lebanon, Ind.

Richard W. Pilling - Assistant Professor of Business Education, A.B., M.A.

Trade Course for College
Administration of Income
Membership in nine professional associations and fraternities
Attended thirteen different professional meetings
Publications:
"Textbooks" in Business Digest for May 1953
"Standardized Business Law Tests" (Prentice-Hall, Inc.)

Elizabeth T. Van Derveer - Assistant Professor of Business Education, M.A., Ed.D.

Member of Graduate Committee
Advisor - Pi Omega Pi (National Business Education Fraternity)
Alternate representative for Kappa Delta Pi - 1/2 time
Recreations for Girls - Chairman
Our Memorial Fund Board - Executive Secretary
Member, Basic Professional Curriculum Committee
Membership in ten professional associations and fraternities
Attended thirteen different professional meetings
N.E.A.A. - Proud winner, New York, June 1953
Consultant and speaker - National Committee on Teacher Education and Professional Standards, Albany, N. Y., June 1953.
Editor, "Journal of Business Education"
Editorial on Recruitment, Jan. 1953.
Participation on T.V. program at National Business Teachers Association meeting in St. Louis, Dec. 1953.

Donald O. Thomas - Assistant Professor of Business Education, B.S., M.B.A.
In charge of Snack Bar Reports and Book Store Reports.
Attended two different professional meetings.
Membership in five professional associations and fraternities.
Courses completed at New York University - 12 semester hours.

Ulrich J. Neuner - Instructor, B.C.S., B.S., M.A.
Advisor - Epsilon Mu Epsilon (Business Education Club) for a portion of the year.
Treasurer of M.S.T.C. Faculty Ass'n.
Advisor of Booster and Veterans' Clubs
Budget Controller for Men's Athletic Commission
Assistant Chairman, Montclair Carnival
In charge of ticket sales - Montclair Dramatic Club production of "John Brown's Body."
Veterans' Counselor
Chairman of Auditing Committee for the War Memorial Fund
Co-Chairman of Business Education Workshop at Paterson
Supervisor of gates at football and basketball games
Attended five different professional meetings
Membership in nine professional associations and fraternities
Research work - Revised Accounting textbook
Church work - Sunday School teacher and member of Men's Club

Respectfully submitted,

Horace J. Sheppard
Head, Dept. of Business Education

HJS:fev

Donald C. Tanner - Assistant Professor of Business Education, B.S., M.A.A.
In charge of funds for minutes and book store reports.
Attended two different professional meetings.
Membership in five professional associations and fraternities.
Courses available at the last University - 12 semester hours.

Ulrich J. Kenny - Instructor, B.S.S., B.S., M.A.
Advisor - Petition to Delta Omicron (Junior Class) for a pavilion of the year.
Treasurer of S.A.T.C. Faculty Assn.
Advisor of Booster and Veterans' Clubs
Budget Committee for Men's Athletic Association
Assistant Ushers, Homecoming Carnival
In charge of ticket sale - Monthly Dramatic Club production of "John Brown's Body."
Veterans' Counselor
Chairman of Auditing Committee for the War Memorial Fund
Co-Chairman of Business Education Contests at Paterson
Committee of gates at football and basketball games
Attended five different professional meetings
Membership in nine professional associations and fraternities
Summer work - Varied accounting experience
Church work - Sunday School teacher and member of Men's Club

Respectfully submitted,

Horace J. Toppard
Asst. Dean. of Business Education

HJT:lev

Form 2
Mar. 5, 1954

New Jersey State Teachers College at Montclair
Department of Business Education

MINORS AVAILABLE IN BUSINESS EDUCATION

Accounting and Business Practice Minor (Work experience required)

Soph. Year - First Semester	Sem. Hrs.	Soph. Year - Second Semes.	Sem. Hrs.
B.E. 101 INTROD. TO BUSINESS I	2	B.E. 102 INTROD. TO BUSINESS II	2
		B.E. 106 BUSINESS MATHEMATICS	2
Junior Year			
B.E. 201 ACCOUNTING I	4	B.E. 202 ACCOUNTING II	4
Senior Year			
B.E. 301 ACCOUNTING III	4		

Social Business Minor

Sophomore Year			
B.E. 101 INTROD. TO BUSINESS I	2	B.E. 102 INTROD. TO BUSINESS II	2
B.E. 305 BUSINESS LAW I	3	B.E. 306 BUSINESS LAW II	3
Junior Year			
B.E. 407 MARKETING & MERCHANDISING	3	B.E. 308 ECONOMIC GEOGRAPHY	3
Senior Year			
B.E. 409 CONSUMER ECONOMICS	3		

Secretarial Studies Minor (Work experience required)

Sophomore Year			
B.E. 103 TYPEWRITING I (4 per.) *	0	B.E. 104 TYPEWRITING II (4 per.)	2
B.E. 205 STENOGRAPHY I	4	B.E. 206 STENOGRAPHY II	4
Junior Year			
B.E. 203 TYPEWRITING III (3 per.)	$1\frac{1}{2}$	(Suggested elective to maintain skills)	
B.E. 303 STENOGRAPHY & TRANSCRIPT.	3	B.E. 304 STEN. & TRANSCRIPTION II	3
Senior Year			
B.E. 405 OFFICE PRACTICE (Secretarial & Clerical) (5 per., 2 recit.3 lab.)	3		
B.E. 401B METH. OF TEACH. SECRETARIAL STUDIES	2		

* Not required of a student who requests and passes a competency examination

Form 1
Mar. 5, 1954

New Jersey State Teachers College at Montclair
Department of Business Education

BUSINESS EDUCATION CURRICULUM

Freshman Year

First Semester			Sem. Hr.	Second Semester			Sem. Hr.
Art	100	Art Appreciation (2 per.)	1	Music	100	Music Apprec. (2 per.)	1
Eng.	100A	World Literature I	3	Eng.	100B	World Literature II	3
Int.	100	Mental Hyg. & Per. Adjust.	2	Sci.	100A	Survey of Physical Science	
Sci.	100C	The Earth Sciences	2	or Sci.	100B	Survey of Biology	4
H. Ed.	100	Healthful Living	2	S.St.	100B	Civil. & Citizenship	3
S.St.	100A	Civil. & Citizenship	3	B.E.	102	INTROD. TO BUSINESS II	2
B.E.	101	INTROD. TO BUSINESS I	2	B.E.	104	TYPEWRITING II (4 per.)	2
B.E.	103	TYPEWRITING I (4 per.) *	0	B.E.	106	BUSINESS MATHEMATICS	2
P.E.		Phys. Educ. Activ. (2 per.)	0	P.E.		Phys. Educ. Activ. (2 per)	0
			15				17

Sophomore Year

(Begin class observations. See instruction sheet from Business Education Office)

Eng.	200A	Composition (Bus. Eng.)	3	Eng.	200B	Fundamentals of Speech	3
Int.	200A	Child Growth & Development	2	Int.	200B	Adoles. Psych & Men. Hy.	2
S.St.	200A	Contemporary Economic Life	2	S.St.	200B	Contemp. Political Life	2
B.E.	203	TYPEWRITING III (3 per.)	$1\frac{1}{2}$	B.E.	204	TYPEWRITING IV (3 per.)	$1\frac{1}{2}$
B.E.	201	ACCOUNTING I	4	B.E.	202	ACCOUNTING II	4
B.E.	205	STENOGRAPHY I	4	B.E.	206	STENOGRAPHY II	3
P.E.		Phys. Educ. Activ. (2 per.)	0	P.E.		Phys. Ed. Activ. (2 per.)	0
			$16\frac{1}{2}$				$15\frac{1}{2}$

Junior Year

Int.	300A	Aims & Organ. of Sec. Ed.	2	Int.	300B	Prin. & Tech. of Tchg.	2
S.St.	200C	Contemporary Social Life	2	Lang.	300	Foundations of Language	2
B.E.	301	ACCOUNTING III	4	B.E.	304	STEN. & TRANSCRIPTION II	3
B.E.	303	STENOGRAPHY & TRANSCRIP. I	3	B.E.	306	BUSINESS LAW II	3
B.E.	305	BUSINESS LAW I	3	B.E.	308	ECONOMIC GEOGRAPHY	3
B.E.	407	MARKETING & MERCHANDISING	3	B.E.	408	SALESMANSHIP & ADVER.	3
			17				16

Work Experience Requirement - See special instruction sheet.

Senior Year

Int.	400A	Prin. & Phil. of Sec. Ed.	2	Int.	403	Supv. Student Teaching	10
Math.	400	Educational Statistics	2	Int.	400B	Practicum in Sec. Educ.	2
B.E.	401A	METH. OF TEACH. BOOK. & ACCOUNTING	2	B.E.	410	BUSINESS FINANCE	2
B.E.	401B	METH. OF TEACH. SECRETARIAL STUDIES	2	B.E.	411	PRIN. & PROBS. OF BUS. ED.	2
B.E.	401C	METH. OF TEACH. SOCIAL BUSINESS STUDIES	2				
B.E.	405	OFFICE PRACTICE (Secretarial & Clerical) (5 per., 2 recit. 3 lab.)	3				
B.E.	409	CONSUMER ECONOMICS	3				
			16				16

* Not required of a student who requests and passes a competency examination

Classroom Observations - 72 required of all Business Education Majors.

Regular scheduled observations in the College High School are required the second semester of the junior year and the first semester of the senior year.

AN ANNUAL REPORT

for the year

1953 ---- 1954

of the

Department of English

of the

New Jersey State Teachers College at Montclair

to

President E. DeAlton Partridge

Edwin S. Fulcomer, Ed.D.
Head, Department of English
October 25, 1954

TRENDS AND DEVELOPMENTS

I. The year 1953-54 was an unusually active one for the English Department. The determination of the Commissioner of Higher Education to lead the faculties of the State Teachers Colleges toward the formulation of a Revised Program of General Education necessitated hours of thoughtful discussion within the department as well as frequent meetings with staff members of the other colleges. The Head of the Department, appointed to the State Level General Education Committee, also served as Chairman of the Local General Education Committee; Associate Professor Paul Hamilton served as alternate to the Department Head on the General Education Committee and represented the department in the Professional Education Committee. The discussion of a general revision of the undergraduate offerings of the English Department and the upgrading of specialized courses to graduate level was carried on concurrently with the discussion on General Education. The purpose of such revision is to make many course offerings in English a part of the general education background of all students in the college. Undergraduate courses elevated to the graduate level would carry graduate numbers in the catalog, have new descriptions, and be more rigorous in requirement and presentation. These courses should be included in the forthcoming Graduate Bulletin.

Associate Professor Conrad was granted partial leave during the Spring semester to conduct research with visiting Professor George Kelly of Ohio State University in the Television in Education project. Mr. George Salt, a former member of the Department and at present Head of the Department of English Education at New York University was

Study of Curriculum

I. The year 1956-57 was an unusually lively one for the English Department. The determination of how Community of Higher Education to meet the facilities of the State Teachers College, forced the formulation of a Revised Program of General Education necessitating hours of burdensome discussion within the department as well as frequent meetings with staff members of the other colleges. The work of the Department, especially of the Lower Level General Education Committee, also served in functions of the Local General Education Committee; associate Professor Ford Hamilton served as alternate to the Department Head on the General Education Committee and represented the department in the professional Education Committee. The discussion of a general revision of the undergraduate offerings of the English Department and the organizing of specialized courses in graduate level was carried on concurrently with the discussion of General Education. The success of such revision is to make many course offerings in English a part of the general education curriculum of all students in the college. Undergraduate courses elsewhere in the graduate level would carry graduate members in the training, have new descriptions, and be more rigorous in requirements and preparation. These courses should be included in the forthcoming Graduate Bulletin.

Associate Professor Conrad was granted partial leave during the Spring semester to continue research with visiting Professor Dorothy Kelly of Ohio State University in the following in Education project. Mr. George Hall, a former member of the Department and it present Head of the Department of English Education at New York University, was

secured to teach the 10th Grade of College High School and assist in the supervision of student teachers.

Two projects were concluded during the year. The sections of World Literature which had been organized with instructors from both English and Social Studies Departments jointly serving enlarged classes were discontinued for two reasons: expense of operation, and lack of demonstrated improvement in instruction or in results of such coordinated instruction.

The Composition Clinic was also closed, and a substitute pattern of remedial instruction in written Composition was suggested. The Composition Clinic had never secured the cooperation and support of the entire staff of the College. Staff members either failed to report Clinical cases to the Clinic Director, or they did not insist upon attendance of those reported as deficients until satisfactory competence in written English had been attained. The semi-annual report of the Clinic Director is appended as Table II.

The Television in Education Committee, of which Associate Professor Conrad had been Chairman, was dismissed when further grants of money to continue the project were not forthcoming. This left Mr. Conrad free for full-time teaching in the College and the College High School.

SUPERVISION OF STUDENT TEACHERS

II. Supervision of 43 student teachers (2 in the Fall semester, 41 in the Spring semester) was distributed among five members of the department, and 17 semester hours were assigned to such duty. Not a single failure was reported, and with but two exceptions, all were considered worthy of recommendation by their Integration and Department supervisors for upper

elementary and secondary school positions. Most of the superior student teachers were speedily placed in Junior and Senior High School classrooms.

HONORS AND ADVANCED DEGREES

III. At the commencement exercises of August 11, 1953, the degree of Master of Arts in English was conferred upon James J. Anderson, William B. Axtell, Vera M. Breen, Dorothy D. Harloe, Alice B. Hennings, and Malcolm M. Musgrove. Miss Breen and Miss Hennings deserve commendation for scholastic accomplishment as graduate students and excellent performance in the comprehensive examination for the degree.

At the commencement exercises on June 10, 1954, Harold D. Friedlander, Eleanor F. Henderson, Evelyn M. Nirmaier, and George J. Reinfeld were awarded the degree of Master of Arts. Ten graduate degrees in English were awarded in 1953-1954.

Undergraduate Honors

Miss Kathleen E. Douglas was awarded the Student Citizenship Award of the American Association of University Women at the Annual Commencement on June 10th.

Miss Betty Lindheim and Miss Linda M. Pellett were graduated magna cum laude; Miss Gertrude Conlan, Miss Kathleen E. Douglas, Mrs. Eleanor G. Kluger, Miss Vivian F. Thompson, and Mrs. Evelyn I. Ward were graduated cum laude.

SPECIAL SERVICES AND ACCOMPLISHMENTS

IV. Mr. Conrad's work with Professor Kelly in the Committee on Television in Education resulted in an article Television's Role in Education, which was accepted by "American School and University" for publication in the 1954 Yearbook.

[illegible] and economic [illegible] [illegible]. [illegible] [illegible] [illegible]

Mr. Hamilton prepared a resume and analysis of significant experiences which could be used in assessing the contribution of the unified English-Social Studies classes to the general education program of the college. Though not sufficiently scientific in technique and detail to be dignified as "research", his reflections are valuable as the judgments of a mature, intelligent, and wise teacher interested in broad, sound scholarship. Mr. Hamilton served as adviser to the graduating class.

Mr. Pettegrove continued his work as a translator of important literary and professional documents. Among these important contributions to the intellectual life of our day are:

1. Ernst Cassirer, The Philosophy of the Enlightenment, translated by Fritz C. A. Koelln and James P. Pettegrove, Princeton, N. J., Princeton University Press, 1951
2. Ernst Cassirer, The Platonic Renaissance in England, translated by James P. Pettegrove, Austin, Texas, The University of Texas Press, 1953. (simultaneously published for Great Britain by Thomas Nelson and Sons, Ltd., Edinburgh, Scotland)

Mr. Pettegrove serves as Adviser to the Senior Yearbook, La Campana.

The Head of the Department engaged in many activities both professional and aesthetic which brought him and the college before the members of the State community. He served as consultant to the Red Bank High School English Staff in the revision of their English curriculum following their 10-year evaluation. Although course outlines for grades 7-12 have not yet been completed and approved, no plans to use further the services of the college or the Department are at present in prospect. Accompanying President De Alton Partridge of M.S.T.C. and President Eugene Wilkins of

[illegible] [illegible] [illegible] [

Newark State Teachers College to Bedford, Pennsylvania, he spoke and led discussion groups at the Annual County Institute of Bedford County. The high schools of the county are attempting to implement a new Language Arts Bulletin prepared by the Department of Public Instruction of the Commonwealth of Pennsylvania, and the services of these New Jersey educators were sought to suggest ways and methods of implementation.

During National Education Week, he was the speaker at a school-wide assembly of faculty and students at Wallington High School, his theme being "The Importance of Education in the American Way of Life." At Cliffside Park, during this week, he spoke to the Parent Teacher Association on "Parents Should Look at Their Schools." He appeared with a panel of teachers and parents at the Montclair High School P.T.A. to discuss the teaching of English "fundamentals" before an audience generally critical of present-day methods of language instruction. He attended a follow-up meeting at the Mt. Hebron School to serve as discussion leader for parents of children who had difficulty in learning language abstractions.

During Children's Book Week, for the Orange P.T.A., he spoke on "Literature for Children and the Young Adolescent," and before the College Woman's Club he appeared to speak on Dreiser and his influence on contemporary American Literature. He gave his lecture on current literature called "The Pick of the Crop" before the Women's Guild of the Central Presbyterian Church and the "Dunworkin Club" at the Montclair Y.M.C.A. The Clifton College Club retained him for the big drama meeting of the year to speak on "Broadway and Me" and the Essex Fells P.T.A. employed him for their final meeting to speak on "Reading In Bedlam."

With Dr. McEachern and Mr. Gaines of the Music Department, he appeared on a program of Ballads for the Television in Education Workshop. For the Woman's Club of Upper Montclair, he appeared in their Benefit Production of "You Can't Take It With You." (This production was so well organized by Mrs. Chas. Hollenbeck, an alumna of the college, and so well received by the public, that she was able to turn over to President Partridge a check for one thousand dollars for Life Hall.) He appeared as the Captain in the Montclair Dramatic Club production of "Mister Roberts", and as Wynheer Schermerhorn in the Montclair Operetta Club's production of "Knickerbocker Holiday."

For the Montclair Dramatic Club Workshop he arranged and directed a Dramatic Reading of Stephen Vincent Benet's "John Brown's Body." This was an entirely original version using a cast and chorus of twenty-four men and women. Presented as a benefit for the Organ Memorial Fund in the College Amphitheatre, it added seventy-five dollars to that fund.

For scholarly and professional journals, the Department Head prepared a major article on "The Training of English Teachers" for the English Edition of the Secondary School Principals Association Bulletin which will appear during the school year 1954-1955. For the New Jersey English Leaflet, he furnished an article on "Choral Reading of Narrative Poetry."

Such a summary of professional and cultural service to the State and the national educational scene should be a constant reminder of the wide range of ability and interest which the Department represents. As Department members strive to meet professional and cultural obligations beyond the confines of duty to the college, they should receive the personal and professional recognition and commendation such service deserves. A lightened classroom load and sabbatical leaves could later be offered as more tangible

signs of appreciation.

RECOMMENDATIONS

V.

A. Promotions

1. Now that associate professor Bohn has been granted the Ed. D. degree, his long service and contribution to the life of the college should be recognized professionally as well as scholastically by elevating him to the rank of full professor.

B. Undergraduate Major Program

1. With the increase in the offerings of General Education, the Undergraduate Major in English will need revision so that courses now offered only to majors and minors will be available for inclusion in the program of General Education. Syllabi in The Language Arts, Drama, Poetry, and Shakespeare should be framed to meet the philosophy and objectives of General Education; the professionalization of this subject matter should be incorporated within the courses offered to majors and minors, and the intellectual demands of these classes should be retained at the highest level of professional expectation.

2. A remedial written Composition class for all freshman who received lowest grades in the admissions examination in English should be established as a course to be taken without credit. Students should be excused from these classes only when the instructor has certified in writing their ability to write sufficiently well to meet all undergraduate levels of written expression.

DEPARTMENT ROSTER

1. Professor of English, Edwin S. Fulcomer, Ed. D., Head of Department
2. Professor of English, Russell Krauss, Ph. D.
3. Associate Professor of English, Harold C. Bohn, Ed. D.
4. Associate Professor of English, Laurence H. Conrad, A. M.
5. Associate Professor of English, William Paul Hamilton, A. M.
6. Associate Professor of English, James P. Pettegrove, A. M.
7. Associate Professor of English, Frederick H. Young, Ph. D.
8. Assistant Professor of English, William A. Ballare, A. M.
9. Assistant Professor of English, L. Howard Fox, A. M., Chairman, Division of Speech
10. Assistant Professor of English, Ellen Kauffman, A. M.
11. Instructor in English, (Mrs.) Hope Corso, A. M.
12. Instructor in English, (Mrs.) Annie G. Dix-Meiers, A. M.
13. Instructor in English, (Mrs.) Irene Pennington Reifsnyder, A. M.
14. Instructor in Division of Speech--Dumont Television Grant, (Mrs.) Beatrice Tukesbury, A. M.
15. Director in Television Workshop, Ted Scheft, B. A.

DEPARTMENT STAFF:

1. Professor of English, Adam J. Sulkowski, Ph. D., Head of Department
2. Professor of English, Bernard Brown, Ph. D.
3. Associate Professor of English, Donald C. Ross, Ph. D.
4. Associate Professor of English, Benjamin [illegible], M. A.
5. Associate Professor of English, William Post Wheaton, M. A.
6. Associate Professor of English, James F. Wellington, M. A.
7. Associate Professor of English, Frederick [illegible], Ph. D.
8. Assistant Professor of English, William [illegible], M. A.
9. Assistant Professor of English, [illegible], M. A., Instructor, Division of Speech
10. Assistant Professor of English, Ellen Kuhlman, M. A.
11. Instructor in English, (Mrs.) [illegible], M. A.
12. Instructor in English, (Mrs.) Ann-Marie [illegible], M. A.
13. Instructor in English, (Mrs.) Irene Theodorou Salvanos, M. A.
14. Instructor in Division of Speech--Speech Education Laboratory, (Mrs.) Beatrice Tamkoff, M. A.
15. Instructor in Industrial Psychology Ted Gabell, M. A.

ENROLLMENT FIGURES FOR YEAR 1953--1954

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
	SUMMER SESSION ENGLISH				
S401X	Teaching English in Secondary School	2	1	17	Fulcomer
SA431	Shakespeare I (Tragedies)	2	1	14	Bohn
SA432	Development of Drama	2	1	17	Bohn
SA442A	American Literature (Part I)	2	1	11	Conrad
SA442B	" " (Part II)	2	1	9	Conrad
SA449	Public Speaking	2	1	7	Ballare
SA462	Group Discussion and Leadership	2	1	9	Ballare
SA507	Critical Writing	2	1	10	Fulcomer
SA528	New Perspectives in World Literature	2	1	17	Bohn
SA511	History Literary Criticism	2	1	14	Pettegrove
	Total Enrollment			125	
	No. Sections		10		
	Average Course Enrollment			13	
	FALL SEMESTER ENGLISH				
100A	World Literature I	3	2	72	Bohn
100A	" " I	3	2	84	Hamilton
100A	" " (I--Integrated)	3	1	28	Hamilton
100A	" " I	3	1	38	Pettegrove
100A	" " I	3	2	82	Young
100A	" " (Integrated)	3	1	16	Young
	Total 100A		9	328	
101	The Language Arts	4	2	69	Conrad
101	" " "	4	1	34	Dix
101	" " "	4	1	31	Pettegrove
	Total 101		4	134	
103	Fundamental of Speech for Majors	3	1	19	Kauffman
106	Oral Interpretation	2	1	13	Ballare
200A	Composition-Journalism	3	1	21	Corso
200A	Composition	3	2	39	Dix
200A	Composition	3	1	18	Pettegrove
200A	Composition	3	1	23	Young
	Total 200A		5	101	
200B	Speech Fundamentals	3	3	65	Ballare
200B	" "	3	1	15	Pennington
	Total 103 &200B		5	99	

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
201	Poetry from Chaucer to Frost	4	1	27	Krauss
201	" " " " "	4	1	21	Pennington
201	" " " " "	4	1	24	Pettegrove
	Total 201		3	72	
204	Extemporaneous Speaking	2	1	21	Ballare
208	Physics and Physiology of Speech	3	1	20	Kauffman
301A	Literature for Adolescents	2	1	31	Dix
301A	" " "	2	1	29	Fulcomer
	Total 301A		2	60	
301B	Shakespeare's Major Plays	2	1	30	Bohn
301B	" " "	2	1	36	Hamilton
	Total 301B		2	66	
401	Teaching English in Sec. Schools	3	1	24	Bohn
401	" " " " "	3	1	24	Fulcomer
	Total 401		2	48	
402	Survey British Literature	4	2	46	Krauss
410	Speech Pathology	2	1	30	Kauffman
417	Methods of Teaching Speech	3	1	27	Fox
419	Grammar for Teachers	2	2	28	Fulcomer
420	High School Classics	2	1	8	Hamilton

Total Undergraduate Enroll.------1101
No. Sections----------42
Average Class Size----------26

COLLEGE HIGH SCHOOL ENGLISH ENROLLMENT

7th & 8th Grades		4	2	61	Pennington
9th Grade		4	1	30	Fulcomer
10th Grade		4	1	28	Conrad
11th "		4	1	29	Corso
12th "		4	1	29	Bohn

Total College High School Enrollment-------177
Average Class Size----------30

Fall semester--Total Enrollment English Department-----1278
Total No. Sections--------48
Average Class Enrollment--------27
Increase over 1952-53-------8

Course No.	Course Title	Hours	Cr.	Total Hours Credit	Instructor
200	Poultry Line Changes to Front	4	1	17	Brown
202	" " " " " "	4	1	17	Thompson
203	" " " " " "	4	1	17	Fairbrother
	Total 201----------3----------72				
204	Interventions Operating	2	1	21	Brown
206	Physics and Physiology of Breed	2	1	20	Hartman
207a	Lab-Practice for Apprentices	2	1	21	Dr.
207b	" " "	2	1	18	Fairbrother
	Total 207----------2----------39				
208a	Poultry Diseases	2	1	20	Sims
208b	" "	2	1	20	Hamilton
	Total 208----------2----------40				
301	Teaching Poultry in Sec. Schools	4	1	22	Sims
302	" " " " "	4	1	22	Fairbrother
	Total 301----------2----------44				
306	Survey Poultry Industry	4	1	22	Brown
310	General Pathology	4	1	23	Fairbrother
317	Methods of Teaching Agriculture	4	1	22	Sims
319	Dressing for Teachers	4	1	22	Fairbrother
404	Trip Around Kingdom	4	1	8	Hamilton
	Total Undergraduate Credit----------113				
	No. Instructors----------5				
	Average Class Size----------22				

COLLEGE HIGH SCHOOL POULTRY ENROLLMENT

7th & 8th Grades	4	1	21	Fairbrother
9th Grade	4	1	20	Patterson
10th Grade	4	1	18	Conley
11th "	4	1	19	Harvey
12th "	4	1	18	Sims

Total College High School Enrollment----------117
Average Class Size----------20

Fall Semester--Total Enrollment Poultry Department----------229
Total No. Instructors----------10
Average Class Enrollment----------17
Increase over 1941-42----------9

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
	FALL EXTENSION ENGLISH				
100A	World Literature I	3	1	4	Hamilton
101	Language Arts	4	1	2	Conrad
301B	Shakespeare's Major Plays	2	1	1	Hamilton
401	Methods of Teaching English	3	1	4	Fulcomer
402	Survey of British Literature	4	1	1	Krauss
A422	17th Century Literature	2	1	17	Hamilton
A450	American Drama in American Democracy	2	1	19	Fulcomer
A466	Speech Dept.: Improvement & Reeducation	2	1	8	Kauffman
A516	Language Prob. in the Engl. Curriculum	2	1	18	Conrad
A520	Great Books in Ed. II	2	1	7	Krauss

Total Enrollment----------81
No. Sections--------10
Average Size Extension Course----------14
Total Enrollment Fall Semester 1953----------1359
Decrease Total Enrollment from Fall Semester 1952----7

	SPRING SEMESTER ENGLISH				
100B	World Literature II	3	2	73	Dix
100B	" " "	3	1	37	Hamilton
100B	" " " (INtegrated)	3	1	23	Hamilton
100B	" " " (	3	2	71	Pettegrove
100B	" " "	3	3	101	Young
	Total 100B		9	305	
102	Drama--Miracle Plays to O'Neill	4	1	30	Bohn
102	" " " " "	4	1	31	Hamilton
102	" " " " " :	4	2	66	Pettegrove
	Total 102		4	127	
104	Phonetics	2	1	22	Ballare
106	Oral Interpretation	2	1	20	Ballare
200A	Composition	3	1	21	Corso
200A	Composition	3	2	35	Dix
200A	Composition	3	1	19	Young
	Total 200A		4	75	

Course No.	Course Title	Fro.	Fa.	Total	Remarks

FULL CURRICULUM
EDUCATION

100A	Tool Lessons I	3	1	4	Required
101	Language Arts	3	1	4	Required
101A	Elementary's Major Plays	2	1	3	Required
107	Methods of Teaching Reading	4	1	4	Prerequisite
108	Survey of British Literature	4	1	4	Elective
111C	17th Century Literature	4	1	17	Required
116D	Practice Teach in Junior & Secondary	2	1	13	Prerequisite
116E	Speech Impr. & Improvement & Teaching	2	1	4	Electives
117A	Language Arts, In the Soci. Curriculum	2	1	18	Optional
140D	Great Books In Am. II	2	1	7	Electives

Total Hours/Week———————————81
No. Courses———————————10
Average Life Extension Days———————————14
Total Accumulated Full Semester Hours———————————1158
Deference Total Accumulated Over Full Semester Hours———————————7

SPECIAL CURRICULUM
EDUCATION

100A	Basic Elementary II	4	1	77	Old
100B	" " " "	3	1	47	Required
100C	" " " "	2	1	2	Required
100D	" " " " (Continued)	3	1	2	Prerequisite
100E	" " " "	3	1	77	Elem.

Total 100———————————3———————————206

100	Prac—Clinical Plays in Children	2	1	30	Elem
100	" " " " " "	2	1	2	Required
100	" " " " " "	2	1	77	Prerequisite

Total 100———————————3———————————107

100	Procedies	2	1	22	Optional
100	Oral Interpretation	2	1	17	Elective
100	Competition	2	1	23	Compulsory
100	Competition	2	1	20	Elm
100	Competition	2	1	22	Prerequ

Total 100———————————3———————————77

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
200B	Fundamentals of Speech	3	1	20	Ballare
200B	" " "	3	2	37	Fox
200B	" " "	3	1	23	Kauffman
200B	" " "	3	2	44	Pennington

Total Enrollment----------673
No. Sections-----25

SPRING EXTENSION
ENGLISH

202	British-American Fiction	4	2	45	Krauss
209	Speech Correction	2	1	21	Kauffman
302	Survey of American Literature	4	2	57	Conrad
404	Survey of British Literature	2	1	21	Krauss
409	Teaching Appreciation of Poetry	2	1	20	Fulcomer
435	Stagecraft	2	1	37	Fox

Total Enrollment---------201
No. Sections-----8

Total Undergraduate Enrollment--------874
No. Sections----------33

COLLEGE HIGH SCHOOL ENGLISH ENROLLMENT

7th & 8th Grades	4	2	61	Pennington
9th Grade	4	1	30	Fulcomer
10th Grade	4	1	28	Salt
11th Grade	4	1	29	Corso
12th Grade	4	1	29	Bohn

Total CHS Enrollment----------177
No. Sections----------6

Total Spring Undergraduate and CHS Enrollment---------951
Total No. Sections----------39
Average Class Size-----24

Total Regular College Enrollment------2229
No. Sections----------87
Average Class Size -----25.6

Increase in Undergraduate Enrollment over 1952-53-----83

Course No.	Course Title	Sem. Hrs.	Times Per Week	Days Taught	Instructor
1000	Fundamentals of Speech	3	1	Mo	Bailey
1000	" " "	3	3	MTW	Fox
1000	" " "	3	3	MTW	Hartman
1000	" " "	3	3	Th	Pressington

Total Enrollment----------172
No. Sections----------5

SPECIAL INSTRUCTION
500-1000

500	Utility-Lineman Training	1	2	Mo	Brown
500	Speech Correction	1	1	TT	Hartman
500	Survey of Teaching Literature	4	2	MTW	Owens
500	Survey of British Literature	1	1	Th	Kirby
500	Teaching Approximations of Poetry	1	1	Mo	Pulvener
500	Dissertation	1	1	TT	Fox

Total Enrollment----------301
No. Sections----------8

Total Undergraduate Enrollment----------874
No. Sections----------50

WORKING GOOD SCHOOL HOLIDAY PROGRAM

1 - 4 6th Grade	1	2	Mo	Pressington
5th Grade	1	1	Mo	Pulvener
6th Grade	4	1	Mo	Daly
7th Grade	4	1	Mo	Davis
8th Grade	4	1	Mo	Swan

Total GHS Enrollment----------177
No. Sections----------8

Total Spring Undergraduate and GHS Enrollment----------951
Total No. Sections----------58
Average Class Size----14

Total Summer Night Enrollment----------113
No. Sections----------07
Average Class Size ----------

Increase in Undergraduate Enrollment over 1970-71----96

Course No.	Course Title	Sem. Hours	No. Sections	Total Enroll.	Instructor
	SPRING PART-TIME AND EXTENSION ENGLISH				
100B	World Literature II	3	1	1	Dix
100B	" " II	3	1	2	Hamilton
100B	" " II	3	1	1	Young
102	The Drama	4	1	1	Pettegrove
102	The Drama	4	1	1	Bohn
106	Oral Interpretation	2	1	1	Ballare
200A	Composition	3	1	1	Dix
200B	Speech Fundamentals	3	1	2	Ballare
200B	" "	3	1	2	Kauffman
202	British-American Fiction	4	1	1	Krauss
302	American Literature	4	1	4	Conrad
404	Survey of British Literature	2	1	2	Krauss

Total Undergraduate Extension Enroll.---19

GRADUATE EXTENSION ENROLLMENT

A432	Development of Drama	2	1	19	Bohn
A435	Stage Craft	2	1	7	Fox
A447	Philosophy of Great Literature	2	1	10	Young
A455	Reading Interests of H.S. Students	2	1	22	Fulcomer
A465	Speech Arts Activity	1		1	Kauffman
A466	Speech Development Improve. & Reeduca.	2	1	13	Kauffman
A467	Oral Interpretation for Teachers	2	1	11	Ballare
A511	History of Literary Criticism	2	1	14	Pettegrove

No. Part-time & Extension Sections--7
Total Part-time & Extension students--97 & 19--116
Average Size extension class-----14

PART TIME--EXTENSION--SUMMER SESSION ENROLLMENT

Summer Session 1953	No. Sections--10	Enrollment--125
Part time Ex., Fall, 1953	5	81
Part time Ex., Spring, 1954	7	116

Total No. Sections------22 Total Enrollment----322
Average No. Students per section----14.6 (15)

Total Enrollment English Department 1953--54------2,541
Total Number Sections--------109
Average Class Size------23

Increase in Department Registrations over 1952-53-----19

Course No.	Course Title	Men	Women	Total
1008	Merle Alexander II	2	2	4
1010	" " II	3	2	5
1012	" " II	3	2	5
1016	The Drama	8	1	9
1020	The Drama	4	2	6
1024	Oral Interpretation	2	2	4
1024A	Descriptive	2	1	3
1030	Drama Pantomimic	2	2	4
1030	" "	2	1	3
1032	Writing-Speaking Fiction	4	1	5
1034	American Literature	2	2	4
1036	Survey of British Literature	4	2	6

Total Interpretation Extension Enroll.----19

CHURCH EXTENSION DEPARTMENT

1040	Development of Drama	2	1	18
1040	Stage Craft	1	1	2
1047	Philosophy of Drama Criticism	2	1	10
1050	Reading Theatre of C.O. Students	1	1	4
1055	Speech Arts Activity	1		1
1060	Speech Development Improv. & Lessons.	1	1	10
1067	Oral Interpretation for Teachers	2	2	11
1110	History of Literary Criticism	4	2	16

No. Part-time & Extension Students----7
Total Part-time & Extension students---27 & 12---110
Average size extension class----11

PART TIME--EXTENSION--CHURCH EXTENSION DEPARTMENT

Number Teaching Lect.----No. Students--1/----Enrollment--110
Part time No., Full time 8 81
Part time No., Opening 1/2 1 1/2

Total No. Locations----22 Total Enrollment----221
Average No. Students per Location----10.1/ (10)

Total Enrollment Credit Department Lect.--6----2,221
Total Number Sections----132
Average Class size----20

Increase in Department Enrollments over 1937-38----13

SEMI-ANNUAL REPORT OF COMPOSITION CLINIC
April 8, 1954

	Spring 1953	Fall 1953	Spring 1954
No. of students reporting			
Sent by Dix	12	10	10
Sent by others	11	3	6
Totals	23	13	16
No. of students referred but not reporting regularly			
from Dix	0	2	1
from others	10	2	1
Totals	10	4	2
No. completing the work satisfactorily			
from Dix	10	8	
from others	4	0	
Totals	14	8	
No. failing and re-assigned to composition class*			
from Dix	2	2	1
from others	0	0	0
Totals	2	2	1

*Note: It must be borne in mind that grades were at stake for the students of Dix but not for the others.

[illegible] RESPONSES OF [illegible] CLASS
[illegible] 1, 1969

No. of students responding	Spring 1968	Fall 1968	Spring 1969
Used by Dis	12	10	10
Used by others	17	5	4
Total	29	15	14

No. of students referred but not reporting regularly			
Less Dis	0	1	1
Less others	10	6	1
Total	10	7	2

No. considering the work satisfactorily		
Less Dis	10	8
Less others	4	6
Total	14	8

No. failing and re-assigned to commission class*			
Less Dis	2	1	1
Less others	0	0	0
Total	2	0	1

*Note: It will be known by what line [illegible] the low [illegible] of Dis was not for the others.

The Montclair Dramatic Club Workshop Presentation
of
"JOHN BROWN'S BODY"
by
Stephen Vincent Benet

A Dramatic Reading in three acts
Arranged and Directed by Edwin S. Fulcomer

CAST

John Roberts	Donn Winner	Edwin S. Fulcomer	Joan Archer
Eileen Courtney	John Brinkerhoff	Chester McSpadden	Anne Warnick
Edith Thomas	Sydney Houston	Russell Hill	Virginia Davis

CHORUS

Sydney Doyle	Marcia Zingg	Althea Courtney	Mary Yinger
Charlotte Miller	Jane Hill	Hendryk Weeks	Charles Amerling
Edmund Ungaro	Richard Miller	Jo Ungaro	

INVOCATION

ACT I - PREPARATION

October - Connecticut - Georgia - Jack Ellyat - Clay Wingate
Prayer at Harper's Ferry, Maryland - - - - John Brown
At Home in Connecticut - - - - - The Ellyat Family
The State of the Nation - - - - - - Chorus
Appleton House Dances at Wingate Hall - Cudjo, Sally Dupré and Clay Wingate
Charlestown, Virginia - - - - - The Trial of John Brown
The Battle Hymn of the Republic

ACT II - CONFLICT

The Connecticut Militia Leaves for the Front
Montgomery, Alabama-First President of the Confederate States-Jefferson Davis
Washington, District of Columbia - The Call for Volunteers - - A. Lincoln
Clay Wingate, cavalryman, reflects upon war.
Congress sets out for a Picnic at Bull Run.
The Retreat from Bull Run - - - - - - - - Chorus
Morning in the Mountains of Tennessee - - - - - Melora Vilas
Grant's Army of the Tennessee - - - - - - Jack Ellyat
Hideout for a Deserter - - - - Jack Ellyat and Melora Vilas
Furlough at Wingate Hall - Sally Dupré, Clay Wingate and Lucy Weatherby
Recall to Life - - - - - - Jack Ellyat and Melora Vilas
Richmond, Capitol of Virginia - - - - - Lucy Weatherby
The White House in Richmond - - - - - - Jefferson Davis
The White House in Washington - - - - - A. Lincoln
'Twixt Love and Duty - - - - - - - Melora and Jack

ACT III - RETURN

Pollet's Hotel in the Wake of Battle - - - - Sophy and Shippy
A Levee in Richmond - - - - - - - Lucy Weatherby
The Third Day at Gettysburg - - - - - Jack Ellyat and Chorus
Spring in the Mountains - - - - - - Melora Vilas
The Army of the Potomac moves upon Richmond - - - - Chorus
The White House in Richmond - - - - - - Jefferson Davis
The White House in Washington - - - - - A. Lincoln
From Atlanta to the Sea - - - - - - - Chorus
Return to Georgia - - - - Clay Wingate, Wainscott and Bristol
Reunion in Connecticut- - - - - Jack Ellyat and Melora Vilas
Departure for Valhalla- - - - - - - - A. Lincoln

The Grey and the Blue become Red White and Blue

ANNUAL REPORT INTEGRATION DEPARTMENT August, 1954

Undergraduate Instruction

The curriculum study, which dominated efforts to improve our undergraduate program this year, should bring this important development: four three-point courses of convincing worth plus three other courses, instead of seven two-point courses.

The three-point courses, as now planned, include two in Psychology in the sophomore year, one in the History and Organization of American Education in the junior year, and one in the Philosophy of Education in the senior year. These courses not only are crowded with content directly related to student needs, but also are in excellent standing among facultymembers here and elsewhere who stress liberal arts.

A person who has not taught a two semester-hour course given one hour on two different days of the week--with its five-day break every week--probably cannot realize the handicap under which it operates. A department which offers nothing but such courses is doubly handicapped. The accepted plan to enable us to have four three-point courses is a welcome and urgent help.

The other three courses, it is planned, are all to be accompanied by special studies. One is the freshman course which, it has been suggested, might best be concentrated on freshman orientation, leaving its psychological content for the expanded sophomore-year courses. This, it was thought, might well be a truly college-wide course, with administrators and others helping to give the few lectures necessary. Whether academic credit should be given would depend upon whether the course should require study and homework--or consist of only "orientation week," guidance, interviews, and a few lectures of obvious importance. If it requires much study, will the students put forth commendable effort if no credit is given?

The general methods course (now Int. 300B) remains a two semester-hour course because of the time given to special methods courses (at least three semester-hours in every department). It is important for giving perspective and an interdepartmental view, and also for providing instruction in audio-visual aids. The instructors of the general and special methods courses will meet to discuss their course outlines in the coming year. This year Miss Fantone taught eight meetings of every Int. 300B class. Next year, it is thought, she might well teach concerning aids for each major department in the latter's special methods course or elsewhere.

Half of the practicum course this year (Int. 400B) was taught concurrently with practice teaching--on each of three Saturdays for three hours and on the Friday of mid-term when the student teachers return for the day. The plan was notably successful and aroused little or no criticism despite the seniors giving up four Saturday mornings (one for the National Teachers Examination) within ten weeks. It is planned to repeat this concurrent plan next spring. Probably the plan should be made permanent.

Curriculum committees recommend that this course be considered part of student teaching, with the understanding that the mark for practice teaching be based upon success in practice teaching rather than partly upon special Practicum work. This plan would make this a non-credit course and raises somewhat the same question as does the proposed non-credit freshman orientation. If necessary, it has been suggested, the ten credits for practice teaching could be allocated differently--eight or nine credits going to student teaching and one or two to Practicum.

Recommendation #1: That the curriculum plans for the following courses be put into effect as soon as possible (titles to be set later):

(a) Educational Psychology - Child Growth and Development (3 s.h.)
(b) Educational Psychology - Adolescent Psychology (3 s.h.)
(c) History & Organization of American Education (3 s.h.)
(d) Philosophy of Education (3 s.h.)

Recommendation #2: That freshman orientation and practicum plans be studied with special reference to the academic credit, if any, which should be given.

We understand that student-teaching in both secondary and elementary schools will continue for two more years--until the fall of 1956, when most students will do student teaching in the secondary schools alone. Nevertheless, it may not be too early to consider a suggestion which was made strongly by the AACTE evaluation committee, by practically all undergraduates, and by members of several departments in the curriculum study: that at least a considerable part of our practice teaching come prior to the last semester of the senior year and preferably that practice teaching be divided between two semesters, one in the junior year and one in the senior. There are several reasons for the plan: (1) it would leave time to meet unexpected needs which come to light in student teaching, (2) it would make theory courses much more meaningful, (3) it would make student teaching more effective and less fearful because students would be better prepared for the second half of it, and (4) it would enable us to recommend students earlier and more confidently for placement. There are two difficulties: (a) some students would not yet have studied some important units in their major fields and (b) they would not yet have had full instruction in special methods. The College would have to warn the schools of these facts.

The whole question is complicated by elementary-school practice. But by the fall of 1956 we can easily administer some such plan of student teaching as this:

A. For students who want to prepare for elementary-school teaching, as well as for secondary, chiefly majors in home economics, industrial arts, fine arts, music, and speech)

Junior year: One week in an elementary school and
____number of weeks in a secondary school
Senior year: Four weeks in an elementary school (six for music majors)
The remaining weeks in a secondary school

B. For students who prepare for secondary school teaching but who might well have a brief period of observation and participation in an elementary school.

Junior year: One week in an elementary school
____ number of weeks in a secondary school
Senior year: The remaining weeks in a secondary school

C. For students who prepare solely for secondary school teaching.

Junior year: ____ number of weeks in a secondary school
Senior year: The remaining weeks in a secondary school

It is assumed that, if some student teaching were provided in the Junior year, the number of weeks of student teaching in the senior year would be correspondingly reduced.

Recommendation #3: That the Administrative Council consider what student teaching should be provided for each of the three groups above in the junior and senior years respectively. A subsequent question might well be: Should student teaching be provided in the first semester of the senior year rather than in the second?

In January two meetings for co-operating teachers were held: one for secondary school teachers and the other, a week later, for elementary. The plan worked so well that we might well repeat it: a tea at 5 p.m. or thereabouts (so that the early comers need not merely wait for the late comers) followed by a general meeting (and in the case of secondary school teachers also by departmental meetings) and a dinner about 7 p.m. Hearty gratitude for these meetings seemed to come from all in attendance.

Recommendation #4: That these meetings for co-operating teachers be provided again on two Friday nights in January.

If anything more can be done to assign Integration supervisors of student teachers who have experience in teaching themselves, especially in the elementary school, it would improve our program, public relations, and reputation.

Recommendation #5: That our supervisors of student teachers in every case be the kind who can give students advice based upon experience and who can impress principals and co-operating teachers favorably.

College High School

Improvements are being made to make observations more worthwhile--notably, the experiment in correlated teaching in the seventh grade and the more cross-sectioned nature of the student body. In some college departments the tradition hangs on, however, of requiring observations but in no way providing for explanations and discussions by the College High School teacher or by any other. This is a long-standing defect of which our students are keenly aware.

Placement and Follow-up

Again opportunities were plentiful, especially in the elementary grades. Many of our men seniors, however, were unemployable because liable to military service. The placement on July 23 was as follows:

Department	No. graduated	Placed in H.S.	Placed in Elementary School
Business	28 (20 men)	4	2
English	39 (7 men)	5	16
French	3 (1 man)	2	0
Latin	4 (1 man)	0	2
Spanish	11 (2 men)	2	5
Mathematics	30 (12 men)	9	6
Music	8 (7 men)	0	2
Science	26 (18 men)	10	1
SocialStudies	48 (28 men)	12	14
Speech	8 (2 men)	0	1
	205 (98 men)	44	49

The percentage of our seniors going into the elementary school is, therefore, 54%. Last year it was 63%. The year before it was 71%.

There was much more follow-up of our recent graduates since Dr. Smith was given some time on his load for it. Whether or not they were the result of this follow-up, in part, the ratings of last year's seniors by superintendents was probably the best we have had in many years. Of 137 last year's graduates reported, superintendents or principals as the case might be rated 128 average or above in all respects--only 9 being rated below average in one or more respects. Seven of the latter nine were in elementary schools.

Graduate Instruction

Recommendation #6: Because the need continues to exist as before: That a program for the third major (for students who do not want to major again in their undergraduate majors and do not want to specialize in a non-teaching field) be adopted, preferably as recommended last year, which will incidentally set a framework for future majors in audio-visual aids, home economics, and other specialties.

Recommendation #7: That we reconsider the advisability of the Summer School Attendance requirement, as well as the relative basis for giving graduate credits by institutions in this region.

The research courses Int. 503 and Int. 603B were given as before, but this year Int. 503 was considered to be the same as Int. 603A. Very few students enrolled for the second semester course. Those who did obviously found it worth while. All thesis writing in the department is now done in the combined four semester-hour course Int. 503-603B.

The attached sheets were made for our discussions of the undergraduate curriculum, giving a one-page outline of each of our required courses and also the introductory page showing (a) these courses, (b) the objectives suggested by a state-wide committee on basic professional education, and (c) the relationships to other major features of the educational program here beginning with freshman admissions and ending with follow-up. Faculty discussion of our courses and the latter relationships would apparently be helpful to the College as a whole.

Recommendation #8: That the faculty devote parts of one or more meetings in the near future to discussing Integration courses and possible relationships and improvement in freshman admissions, orientation, guidance, screening, placement, and follow-up. (See first page attached.)

Howat G. Fraser

OUR PRESENT PROGRAM AND THE CHIEF QUESTIONS CONCERNING IT

Outside the Integration courses	Integration Courses	Objectives of basic professional education
Admissions. ON "PROFILE" OR ARITHMETICAL TOTAL? Orientation of freshmen	Int. 100. Personal Admustment and Mental Hygiene. (Including orientation to college.) 2 s.h.	Emotional maturity. Development of integrated personality. Mental hygiene. Laboratory experiences.
Professional Laboratory Experiences. IMPROVE FOR GUIDANCE & SCREENING? Guidance and Screening FORMALLY AT END OF FRESHMAN AND SOPHOMORE YEAR?	Int. 200A. Child Growth and Development. 2-3 s.h. Int. 200B. Adolescent Psychology MORE PSYCHOLOGY? 2-3 s.h.	Physical, emotional, intellectual, and social aspects of human growth and behavior. Conditions necessary. Individual differences. Exceptional learners. Guidance. Behavior disturbances. Evaluation.
"Professionalization of Subject matter" Junior Week. EXTENDED TO TWO, THREE, OR FOUR WEEKS?	Int. 300A. Aims and Organization of Secondary Education MORE HISTORY OF EDUCATION? MORE COMPARATIVE EDUCATION? 2-3 s.h. Int. 300B. Principles and Techniques of Education MORE AUDIO-VISUAL AIDS? 2 s.h.	Role of education in society. Principal events, developments, and philosophies in the history of ed. Interaction between education and the needs of various cultures. Structure of ed. in U.S.--- national, state, local. School law. School administration. School-community relations. Legal status of pupil and teacher. Observation and participation in teaching. Psychology of learning. Curriculum construction. Unit and lesson planning. Teaching techniques. Extra-class activities. Teaching aids and devices. Evaluation.
Student Teaching. TRANSFERRED TO FIRST SEMESTER? SHORTENED BECAUSE OF EXTENDED JR. WEEK? TO NINE, TEN, OR ELEVEN WEEKS? 10 s.h. Post Student Teaching experiences. GREATLY EXPANDED? Placement. Follow-up of graduates. GREATLY EXPANDED?	Int. 400A. Principles and Philosophy of Education 2-3 s.h. MORE PHILOSOPHY? Int. 400B. Practicum. ITS 2 shh. COUNTED AS PART OF THE TEN GIVEN FOR PRACTICE TEACHING? REPLACED BY AN EXPANDED INT. 400A COURSE IF STUDENT TEACHING IS TRANSFERRED TO FIRST SEMESTER? 2-0 s.h.	A democratic philosophy of life that will guide professional activities. Basic and current philosophies of education. Critical problems and current issues. Importance of democracy for methods and content. School-Community relations. Duties and privileges of the profession. Teacher welfare. Professional ethics. Self-evaluation. Self-improvement. Responsible student teaching.
	Total 14-16 s.h.	

Appendix [illegible] - Course Syllabus for [illegible]

1. Course Description

The course in mental hygiene and personal adjustment offers an orientation of substantial from psychological, biological, sociological, and educational literature which the college student may use in molding his personality with the facilities available on the campus. Problems of human relationships and general orientation to college and to life are discussed.

2. Course Outline

1. Purpose and content of the course.
2. The Study of Human Behavior
3. Development of Personality. The Self
4. Functioning of Unconscious Processes.
5. Book Reviews
6. Written Quiz
7. Emotion: Threat, Anxiety and Hostility
8. Emotions: Patterns of Defense and Escape
9. Struggle against Shyness and Feelings of Inferiority
10. Struggle to become Independent and Self-reliant.
11. Book Reviews
12. Quiz
13. Forces That Shape as Determinants of Personality
14. Forces That Build Up: Social Class and Status.
15. What Happens in Groups?
16. Communication: The Process of Social Interaction
17. Adjustment Factors in Employment
18. Book Reviews
19. Quiz
20. Choosing a Vocation: Self Appraisal
21. Choosing a Vocation: Study of an Occupation
22. Getting an Education: Intelligence
23. Getting an Education: Learning
24. Building Sound Relationships Between the Sexes
25. Patterns of Maladjustment. Antisocial and Abnormal
26. Integrative and Disintegrative Factors in Mental Health
27. Toward Better Mental Health.

Integration 200A. Child Growth and Development

This course covers the essentials of growth and development from the psychological and the educational points of view. It includes all aspects and stages of development from early infancy to adolescence. Stress is placed on first hand observation of children in home, school and play situations and elsewhere. Evaluation of materials gathered through such observations furnishes part of the material for class discussion.

Topical outline:

1. Beginnings of behavior
2. General characteristics of development
3. Aspects of living and learning in early childhood
4. Motor development
5. Development of social behavior
6. Feeling and emotion
7. Language development
8. The growth of understanding
9. Make-believe, dreams and other imaginative activities
10. Ideals, Morals, Religion
11. Interests
12. Growth and development of intelligence
    Its measurement and prediction
13. Personality and problems of adjustment
14. The course includes study of a child during the first twelve years of life.

Integration 200B. Adolescent Psychology

This course stresses: (1) the development and growth of the normal adolescent; (2) problems which are related to normal development, as they are met in school and elsewhere; (3) problems which occur because of deviations in any aspect of development - physical, mental, emotional, social, moral; (4) some techniques for understanding and dealing with this age group.

Topical outline:

I. Adolescence defined

II. Physical development of the adolescent
   A. Physical changes at puberty
   B. Significance of such changes
   C. Development of heterosexual interests
   D. Hygiene of adolescence: physical and mental

III. Emotions
   A. Growth and change in adolescence
   B. Personality: measurement and types
   C. Deviations in emotional behavior
      1. Factors responsible for deviations
      2. Prevention, control and treatment of deviates
   D. Emotional hygiene and the school
      1. The school's role in promoting good emotional health
      2. The school's responsibility in dealing with problems of emotional deviation

IV. Social development in adolescence
   A. Contributions of home, school, and community to normal social growth
   B. Factors accounting for deviations in social behavior
      1. Understanding problem behavior in the adolescent
      2. Delinquency
         a. Contributing factors
         b. Understanding and treatment
         c. Responsibility and role of the school

V. Moral development and change in adolescence

VI. The growth of interests, attitudes, and ideals in the adolescent years.

VII. Intellectual growth and development in adolescence
   A. Significant changes
   B. The meaning of such changes for the school
   C. Problems presented by variations in intellectual abilities in adolescents

VIII. The end of adolescence; the meaning of maturity

Integration 300A. Aims and Organization of Secondary Education

This course presents a general picture of secondary education, paying particular attention to the following: Scope, organization, nature, and functions of secondary education in the United States; historical development of the American common school, including the secondary school; secondary education in other countries; curricular and extra-curricular programs; professional ethics; introduction to the use of professional magazines; organization of administrative units; secondary school staff personnel; introduction to the financing of public education in New Jersey; introduction to New Jersey school law; and an introduction to such current problems as: the attacks on the American public school, and Federal aid to education.

Topics

A. Statistical picture of secondary schools today -- numbers, sizes, types, and sponsorships.

B. Legal organization of education in the United States
   1. Primary responsibility of the several state governments
   2. Education and the Federal Government
   3. School district organization in New Jersey
   4. School district-municipal relationships

C. Financing public education
   1. State and local contributions in New Jersey
   2. State and local taxation in New Jersey
   3. Proposals for increased state aid in New Jersey

D. Historical development of secondary education in America
   1. The Latin grammar school - control, support, aims, curriculum
   2. The academy - control, support, aims, curriculum
   3. The English classical high school - control, support, aims, curriculum
   4. Development from private auspices to public support and control - the unique American common school
   5. The Kalamazoo case
   6. Increase in professional interest in the public high school
   7. The junior high school movement and the junior college movement.

E. The curriculum in the American high school
   1. The main purposes of secondary education
   2. The high school's success in attaining these aims
   3. The subject curriculum - state requirements, college entrance requirements, general education, special education
   4. Proposals for improving the subject curriculum; newer curriculum organizations.

F. Extra-curricular activities program
   1. Administrative aspects of the activities program, financing, etc.
   2. Student participation in school control
   3. Other ECA organizations

G. Professional journals in the field of secondary education

H. Professional ethics

I. Secondary education in foreign countries
   1. Pupil selection; organization; philosophy
   2. Comparison with American secondary education

J. Secondary school staff personnel and their functions

K. Current problems
   1. Attacks on the American public school
   2. Federal aid to education

III The selection, preparation, and use of audio-visual teaching aids
(Taught by Miss Fontone)

IV The auxiliary and routine activities of the teacher

A. The creation of an attractive and educational atmosphere in the classroom
B. Routine reports and record keeping
C. The analysis, appraisal, and selection of textbooks
D. Evaluating and reporting pupil progress
E. Working with parents
F. The teacher's responsibility for effective school-community relationships

V The teacher's role in guiding pupil behavior

A. Conditions which influence pupil behavior
B. The significance of different types of behavior
C. Basic principles related to the disciplining of pupils
D. Approaches to the development of self discipline

Integration 400A. Principles and Philosophy of Education

"This course evaluates educational objectives, techniques, procedures, and organizations in relation to the needs and demands made upon the school by society and by the student. It aims to help the student develop an adequate philosophy of life and of education." (Catalog description)

Chief topics:

1. Meaning and significance of philosophy and philosophizing. Methods of logical thinking. Comparison with the scientific method.

2. The chief issues in philosophies of life, and their relation to education.
   a. Metaphysical:--Materialistic vs. spiritual points of view. Idealism, realism, pragmatism. Church and state. Religion and education.
   b. Ethical:--Personal ethics. Relations to professional ethics. Group ethics. Democratic and autocratic points of view--in home, school, community, etc.--and their relation to education.
   c. Aesthetics
   d. Meaning of progress. Relation of personal philosophies and education to changing conditions and the current transition.

3. The chief issues in education today.
   a. Issues in methods and theories of learning and teaching
   b. Issues in curriculum-making
   c. Issues in measurement, evaluation, promotions, grouping.
   d. Issues in administration.

4. Preparation for student teaching and the profession.
   a. Professional organizations and affiliations, and pertinent literature.
   b. Chief requirements in our program including professional relations and case studies.
   c. A community study for a teacher's benefit.

Integration 400B. Practicum

"This course follows student-teaching. It makes use of the teaching problems encountered by the students in the preceding twelve weeks, as well as similar problems reported by students in former years. In the manner of the clinic, cases are analyzed and diagnosed, and solutions are worked out. Examples of extraordinarily effective teaching procedure are similarly discussed." (Catalog description)

Experiences and problems in student teaching. Case studies.
Placement
Problems of a beginning teacher.

New Jersey State Teachers College at Montclair

Department of Foreign Languages

Report to the President
Academic Year
1953 - 1954

The Department of Foreign Languages differs from other departments because of its complexity; it comprises three distinct curricula, and is also charged with responsibility for the course, Language 300 - Foundations of Language, which is required of all Juniors as a part of their general education. It is therefore difficult to outline the trends and developments in so vast a field. I have asked Dr. Carolyn Bock, who came to us last September to teach the Latin classes, to prepare a separate report on the special problems in her field. I shall restrict my remarks to special problems in teaching French and Spanish and to the course in Linguistics.

During the current year there has been a marked renewal of interest in the teaching of foreign languages on the national scene. Many colleges which had abandoned foreign language entrance requirements have reinstated them, and in addition many demand that a year or two of foreign language at the college level be taken before granting the degree of Bachelor of Arts. I believe that such a movement will bring about a renewed interest in a third year class in French or Spanish in the high schools of New Jersey. We have been witnessing in our own state, smaller enrollment in the third year foreign language course. I trust that this year marked a turning point in this tendency. As I visited schools this spring I found larger classes than before and a promise of even larger ones for next year. More and more we are becoming conscious of the urgent need for our American citizens to be able to understand another culture and speak a foreign tongue.

An important trend in our field is the growing consensus on the importance of the aural-oral presentation of the foreign language and the experimentation in testing proficiency in the spoken foreign language. Keeping in touch with the most recent developments in tests and measurements in the foreign language field, the department was able to present the new aural tests to the New Jersey Modern Language Teachers Association at its March meeting at Montclair. Although these tests are still in the experimental stage, they will certainly be included in some form in the College Board examinations in the near future. They are already being used now for placement purposes in many colleges, including Rutgers and Princeton Universities in New Jersey. We are delighted with this movement which shows that we, at Montclair, were right in our insistance from the very first upon teaching our students to understand and speak a foreign language, as well as read and write it.

New Jersey State Teachers College at Montclair

Department of Foreign Languages

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The most important trend in our field in the nation and in our own State is the interest in foreign language instruction in the public elementary school. Educators' recognition of the importance of language instruction in the grades was listed as one of the "Ten most important educational events in 1953" by the Educational Press Association. In the fall of 1953 "145 communities in 33 states and the District of Columbia had either pilot experiments or actual programs." Fifty new experiments were initiated last winter and many more in the spring. As a recognition of this interest the New Jersey Elementary School Principals' Association devoted one of its meetings in Atlantic City last November to the problems of foreign language teaching in the elementary school. As of June, 1954, there were seven towns in New Jersey already offering foreign language instruction in their public schools during the elementary years. French is being offered in the fifth grade in the Cranford and Glen Ridge schools, in the West Orange schools during the sixth grade. Spanish is also being offered in the Cranford schools for the fifth grade, in Atlantic City and Hoboken for the third grade. Italian is also being offered in Atlantic City for the third grade.

In these instances the programs, some of which were initiated several years ago, are really pilot programs, offered in part because of the interest and enthusiasm of the classroom teacher or the high school teacher, giving freely of their time. There are also at least two other communities where foreign languages are being offered in the grades as a part of a planned curriculum. Princeton Borough offers French, grades 5 through 8. Somerville offers both French and Spanish, grades 3 through 8. Two of our Spanish majors this year have found positions in the elementary school in towns where the introduction of foreign languages in the grades is contemplated. One of our Spanish majors this year received a contract from Somerville, where she will have complete charge of the Spanish teaching in grades 3-5 and 7. We were asked to recommend teachers of French in the elementary school for both Princeton and Somerville, and deeply regretted that we were unable to fill the needs of these two fine communities. Our senior class was quite small this year, and our students were easily placed in communities of their choice near their homes.

The Department of Foreign Languages at Montclair, recognizing the importance of foreign language instruction in the grades and after studying the national picture carefully, decided to prepare courses to be offered during the summer session on the teaching of French and Spanish in the lower grades. In order to be ready to give such courses we asked for permission to run an experimental class in French in the first grade in the Bradford School in Montclair. We are deeply grateful to Dr. Clarence Hinchey, Superintendent of Schools in Montclair, Dr. Ronald Doll, Director of Instruction for the Town of Montclair, and Dr. Clifton Marshall, Principal of the Bradford School, for allowing us to run this experiment for three months. Under my supervision Mademoiselle Nicole Plase, our exchange student from France, taught the class daily from March 1st to June 6th. I am preparing a special report upon this experiment, together with a record made from our tape recording of actual class teaching, and a complete written record of material covered and vocabulary taught. We are very thankful that we had the opportunity to conduct our experiment in the Bradford School for the experience it gave us in

The most innovative trend in our field in the nation and in our area is the interest in foreign language instruction in the public elementary school. Elementary instruction of the importance of language instruction in the grades was listed as one of the five most important educational events in 1957 by the Educational Press Association. In the fall of 1957 only seventeen in 31 states and the District of Columbia had either pilot experiments or actual programs. Fifty new experiments were initiated last winter and many more in the spring. As a recognition of this interest the New Jersey Elementary School Principals' Association devoted one of its meetings in April to a study last December to the problems of foreign language teaching in the elementary school. As of June, 1958, there were seven cities in New Jersey already offering foreign language instruction in their public schools during the elementary years. Teaching is being offered in the fifth grade in the Montclair and Glen Ridge schools, in the first grade schools during the sixth grade. Interest is also being evinced in the Montclair schools for the fifth grade. In Glenside City and Lodgen for the third grade. Italian is also being offered in Glenside for the third grade.

In these instances the programs, some of which were initiated several years ago, are really pilot programs, offered in part because of the interest and enthusiasm of the elementary teacher or the high school teacher, giving freely of their time. There are also at least two other communities where foreign languages are being offered in the grades as a part of a planned curriculum. Princeton through Miss Frank, grades 5 through 8. Incredible effort has been made and Spanish, grades 3 through 8. Two of our Jersey cities have their local positions in the elementary school in mind, where the introduction of foreign language in the grades is contemplated. One of our Jersey cities this year received a contract from Montclair, where she will have complete charge of the foreign language in grades 3-5 and 7. We were asked to recommend teachers of French in the elementary school for both the Jersey and Montclair, and deeply regretted that we were unable to fill the needs of these two fine communities. Our senior class are now in small city, and our students were mostly placed in communities at their student teaching.

The Department of Foreign Languages at Montclair, recognizing the importance of foreign language instruction in the grades and after studying the national picture carefully, decided to prepare courses to be offered during the summer session on the teaching of French and Spanish in the lower grades. In order to be ready to offer such courses we asked for permission to run an experimental class in French in the first grade in the Montclair School in November. We are deeply indebted to Dr. Clarence Stanley, Superintendent of Schools in Montclair, Dr. Harold Hall, Director of Instruction for the Town of Montclair, and Dr. Clifton Jordan, Principal of the Montclair School, for allowing us to run this experiment for three months. Under my supervision Mademoiselle Claude Clare, our exchange student from France, taught the class daily from March 1st to June 6th. I am preparing a special report upon this experiment, together with a record made from our tape recording of actual class teaching, and a complete written record of material covered and vocabulary taught. We are very thankful that we had the opportunity to conduct our experiment in the Montclair School for the convenience it was to us

working with very young children. We were better prepared to teach our method course this summer and to prepare our Guide for the teaching of French and Spanish in the elementary school.

THE SPANISH CURRICULUM

The interest in Spanish seems to be maintaining itself, although not growing, in the high schools. In addition to the required courses in the College we have been able to continue offering an elective: Spanish 405 - The Romantic Movement. This rounds up nicely the cultural background of the future teacher of Spanish. Two classes in Spanish were taught in our demonstration high school: Spanish 8, where the State Syllabus was used intensively; and Spanish 10, Second Year Spanish. These two classes provided our college students with opportunities for observation and participation. Next year there will be a third class added and the program will then be adequate for demonstration of methods, and the growth of a good curriculum in high school Spanish.

THE FRENCH CURRICULUM

French seems to be regaining its place in the high schools in New Jersey. We trust that this will mean a larger enrollment in the College. This year we had more students applying for entrance as French majors than as Spanish majors. We still find some difficulty in maintaining our standards in the College without the possibility of our students having time for additional courses in English Literature or Social Studies, or without our being enabled to offer our majors an elective in French. Because of a lack of personnel we are restricted to the very minimum of thirty semester hours.

We conducted four French classes in the College High School in 1953-1954. Mrs. Knecht kindly consented to teach French III when I was asked to become Acting Chairman of the Department. We shall have to offer four classes in French again next year in the High School because of larger enrollment than expected in Beginning French. We had hoped to reduce our high school offerings to three classes, thereby freeing a teacher for a college elective. It is hoped that this coming year will be the last one when we will be unable to offer to our seniors French 405 - Development of the French Novel.

LANGUAGE 300

This course is required of all Juniors in the College. It is designed to enrich the vocabulary of the students. Language 300 combines the study of linguistics, phonetics and the history of American and British English. This course is of great value to our students who have such a meagre background in foreign languages, and it is the only medium through which some of our prospective teachers can become word conscious. Mrs. Knecht has developed this course with skill and scholarship and succeeded in making it a very popular one.

working with very young children. We were better equipped to teach our national course this summer and to prepare our pupils for the learning of French and Spanish in the elementary school.

THE SPANISH CONTINGENT

The interest in Spanish seems to be maintaining itself, although not growing, in the high schools. In addition to the received courses in the College we have been able to continue offering an elective: Spanish 105 - The Spanish Novelle. Our aim was to study the cultural background of the future leaders of Spanish. Two classes in Spanish were taught in our Demonstration Non Ecole School. Spanish 8, using the Talbot Syllabus was good throughout and Spanish 10, Second Year Spanish. There are classes provided for colleges with opportunities for observation and participation. Next year there will be a brief class added and the students will also be required to observation of schools, and the result of a good experience in this school Spanish.

THE FRENCH CONTINGENT

French seems to be maintaining the place in the high schools in the future. We hope that this will mean a larger enrollment in the College. This year we had more students applying for entrance in French majors than in Spanish majors. We still find some difficulty in maintaining our students in the College without the possibility of any students taking some for additional courses in English literature or Social Studies, or without our having applied to other our majors as elective in French. Because of a lack of personnel we are restricted to the very minimum of highly specialized courses.

We conducted four French classes in the College high school in 1931-1932. Mrs. Woods kindly consented to teach French III which I had asked to become acting Chairman of the Department. We shall have to offer four classes in French again next year in the High School because of larger enrollment than expected in Beginning French. We had hoped to reduce our high school offerings to three classes, thereby freeing a teacher for a college elective. It is hoped that this coming year will be the last year that we will be unable to offer to our college French 103 - Development of the French Novel.

LANGUAGE 300

This course is required of all students in the College. It is deemed good to select the vocabulary of the students. Language 300 combines the study of Mythology, phonetics and the history of American and British English. This course is of great value to our students who have been such a meager background in foreign language, and it is the only medium through which some of our graduates can become more conscious. Mrs. Woods has developed this course with skill and scholarship and succeeded in making it a very popular one.

STUDENT EXCHANGE

The year 1953-54 was a bright one in our student exchange program. In September 1953 we sent three students to France after completion of their junior year with us. Miss Jean Dynan spent the year in Toulouse, Mr. Harry Miller was at Rennes, and Miss Madeline Devitt studied at the Ecole Normale of Paris, where she received board, room and tuition, and a stipend of thirty dollars a month from the French Government. We received in her stead Mademoiselle Nicole Plase, whose work with us this year was accepted in lieu of her fourth year studies at the Ecole Normale of Paris. The Montclair Foreign Exchange Fund paid forher board and room in our dormitory; the State awarded her a tuition scholarship; and additional funds had been amassed so we could grant her the same stipend as given Miss Devitt by the French Government. One of our Spanish majors, Mr. William Naughton, who had been studying in Mexico since February 1953 returned in January to complete his work at the College. Two juniors at Montclair, Mr. Jerald Green and Mr. Fernando Gomez, were granted full scholarships for a year of study at the National University of Mexico under the auspices of the Institute of International Education and left for their year's work in February, 1954. These scholarships, granted by the Mexican Government, include full tuition plus a stipend of one hundred dollars a month each. Montclair State Teachers College received two of the seven such undergraduate scholarships granted in the entire United States. Through the Montclair Student Exchange Fund we are also sending a young woman from our college, Miss Isabel Gordon, to study at the University of Madrid for the academic year, 1954-1955.

The College was host to two French students this year. Besides Miss Plase, whose contributions were mentioned previously, Mr. Paul Folliot, a recipient of a Smith-Mundt Scholarship, spent the year with us and participated fully in all the department's activities. Plans have been completed to receive next year a young French woman from Toulouse. She has been granted a Smith-Mundt Scholarship, choosing Montclair because of her knowledge of the College through our own students who had studied in previous years at the Ecole Normale at Toulouse.

ENROLLMENT DATA 1953-1954

Undergraduate Courses

	First Semester					Second Semester			
	101	201	301	402	405	102	202	302	404
French	18	12	8	5		14	12	9	4
Latin	4	4	4	6		5	4	5	4
Spanish	22	13	12	15	11	20	13	12	11
Language			300	401				300	
			106	19				106	

The very small enrollment in French 402 and French 404 was due this year to the fact that we lost one young man to the Army and had three seniors in France.

Graduate Courses

Two courses were offered in the Summer Session, 1954.

	Enrollment
The Teaching of Foreign Languagesin the Elementary School.	8
Aspects of French and Spanish Culture for the Elementary Schools . .	6

Two students returning from a year of study abroad have matriculated this year for a graduate degree at Montclair.

STAFF

The Language Department staff for the present year is as follows:

Germaine P. Cressey	Acting Chairman of the Department and Associate Professor of French
Teresa de Escoriaza	Associate Professor of French and Spanish
Valentine Tonone	Assistant Professor of French
Carolyn E. Bock	Assistant Professor of Latin
Mathilda S. Knecht	Instructor of Languages
Filomena C. Peloro	Instructor of Spanish

ACTIVITIES OF THE DEPARTMENT

The academic year began with our department being asked to place six foreign teachers of English, sent to us from the United States Department of Health, Education and Welfare, in schools in the vicinity of Montclair, and to find host teachers to guide them. We were very happy to work for this project and felt that the participating schools, the College, ourselves personally, as well as the young foreign teachers we met, benefited greatly from the experience. It also brought about closer cooperation between the Department of Foreign Languages at Montclair and the host teachers and the schools.

The SpanishDepartment repeated the Spanish Fiesta, given originally in May 1953 at Montclair. They gave two performances at New York University November 13th and 14th, for the colleges and the schools of New York City. The program was given later at Upsala College and Seton Hall, at several women's clubs, and was much in demand in New Jersey High Schools for assembly programs.

The French and Spanish groups participated in the Exchange Assembly

with the Trenton State Teachers College and presented an assembly at Montclair. Together they also took part in community activities such as the Town of Montclair Carnival and programs of the Upper Montclair Woman's Club.

Miss Plase and Mr. Folliot gave talks to High School Assemblies, French Clubs, and Service Clubs in the vicinity of Montclair. The French Department gave a tea in their honor and invited representatives of French Clubs from 20 high schools to attend. More than a hundred high school students came to the College on this occasion.

The activities of the staff during the past year have been both numerous and varied. Miss Escoriaza and Miss Peloro directed the Spanish group in their performances. Miss Tonone started a French class in the Adult School at Montclair High School which met with great success and the class is to be repeated next year. Miss Peloro taught in the Adult School in Ridgewood and will start a similar class in Montclair next year. Dr. Carolyn Bock visited high schools extensively in Northern New Jersey and became well acquainted with the Latin teaching situation in the state. Her ability and interest in research is a great asset to the department. As chairman of the State-wide committee on the Teaching of Foreign Languages in the Elementary School, I met with the entire committee many times during the year. I also gave a talk at a P.T.A. meeting in Millburn on this subject. The need to keep in touch with the latest developments in the field demanded my attendance at professional conferences such as the Northeastern Conference, held at Brown University, April 13, and 14.

One of the important activities of the department this year was the study of the different curricula in teacher-training institutions, as well as the colleges of liberal arts, with a view towards evaluating our own offerings. Mrs. Knecht represented the College on the General Education Committee. We count ourselves fortunate to have her hold that position, since it made us feel more closely in touch with all the work done by that group.

RECOMMENDATIONS

I would like to point out again the necessity for our having larger, more commodious office space at the College for our departmental staff. We are hindered in our work by the congested quarters in which we must operate. It is impossible at present for the chairman of the department to see a student or anyone else, from the schools or the community, with any degree of privacy. The only thing that makes this situation bearable is the fine team spirit in the department and the cooperation of every one.

The department has urgent need for laboratory space with equipment. The trend towards aural-oral presentation of foreign languages, which I mentioned earlier, makes it imperative that prospective teachers of foreign languages become familiar with the uses of tape recorders and records. They

should know through experience how to use these mechanical devices to correct their own pronunciation, as well as how to use these to bring about better oral training for their students.

May I also recommend the reinstatement of the elective in French as soon as possible. We have felt the difference in the cultural background of our students since they have been restricted to thirty semester hours of work in their major, and have not had the opportunity to have electives in English and Social Studies.

We should like also to recommend that a beginning course in both French and Spanish be offered in the College as soon as additional personnel can be secured for our department.

I wish also to recommend that Mrs. Knecht be accorded promotion from instructor to assistant professor. Her fine scholarship, the excellent work she has rendered for some years in the department, her distinctive service on faculty committees, culminating now in her distinct contribution as a member of the State Committee on General Education, have to my mind fully qualified her for this adjustment in rank. I recommend her unreservedly for this advancement.

Respectfully submitted,

Germaine P. Cressey

GERMAINE P. CRESSEY
Acting Chairman
Department of Foreign Languages

GPC:fev

Clause 2 deals therefore exceptions such as not under individual control to increase their productivity, as with as low in one case to bring down Syrian and including the lower production.

Why I also mentioned the unfortunate of the disorders in Syrian as some as possible. We have had the difference in the national laboratories of our absolute since they have been established in which another image of man in such a manner, and have not had the knowledge in this direction in Egypt and Syria.

It should also be mentioned that a laboratory worker in our Ministry and Syria is without in the Cultural as also be additional information and be worked for long years.

I also also to mentioned that we should be economic research in the laboratory in agricultural production. The time is necessary, the research work is necessary for some years in the laboratory, for it is helpful service in Egypt, establishing, establishing one in the Ministry, for establishing in a manner of the Ministry, specialist or technical laboratory. Here is an actual field qualified for the Ministry scientists to work. I recommend the establishing for this advisement.

Respectfully yours,

Director of Research
Acting Chairman
Department of Agricultural Economics

Attachment

REPORT OF THE LATIN DEPARTMENT 1953-1954

As a new staff member the year has been spent in part in getting acquainted with the philosophy of the school, the philosophy and offerings of the Department of Languages, with the program of the students enrolled in the department, with the status of Latin in the public schools of New Jersey, and with the teachers of Latin in the public schools of the state.

In an effort to facilitate orientation, I undertook two little studies, one to discover the high school language experience of the freshman class of 1953, the other to get statistical data on Latin in New Jersey. Information for the first was gained from consulting the high school records filed in the office of the Registrar, followed by interviewing students with three and four years of high school Latin. Interviews with Drs. Flury, Winans, and Warner of the State Office of Education at Trenton, plus copies of their reports and examination of their files provided data for the second. The report on students was shared with the faculty; the report on enrollment was shared with the Latin teachers in the State through the Latin Bulletin.

Based on the two studies, the following observation might be made relating to our program in the College.

1. There is a great discrepancy in the number of students entering with Latin credits earned in high school and continuing the study in college.

2. There is a big Latin-studying public in the high schools (20,000 students, 11% of the junior-senior high school population - a relatively steady figure over the years); hence a good market for teachers (10 calls in our placement office this year).

3. The gap needs to be closed between supply and demand by encouraging more students to elect Latin as a minor or major.

4. Because enrollment in third and fourth year high school Latin has declined, serious consideration should be given to encouraging more and more two-year students who have done good work to continue their study at the college level, providing a review at the beginning of the college work to take up the slack in time and practice of the previous experience.

5.- With the Latin enrollment in Junior High Schools increasing, more attention should be directed in preparing the Junior High School Teacher who may have a full program of Latin 9, or Latin 8 and 9, or a combination teaching job. There is a sizable group of teachers whose whole work is in beginning Latin and often these are the posts beginning teachers draw. This is an area to which the minor or the major interested in a lower age level may be directed.

6. Facts should replace hearsay relative to Latin enrollments and these facts should be brought to the attention of administrators, guidance workers, counselors, and advisors at the college, high school and junior high school levels. We have the resources - plenty of students with high school Latin credits; we have the market - a big Latin program to be staffed in the state. We must recruit in order to maintain the existing program in the state. A higher percentage of replacements will be needed in the future because of the advanced age of many of the Latin teachers in the state as well as new positions which will be created with the increase in Latin enrollment predicted in New Jersey to parallel proportionately the increase in junior and senior high school enrollment in the next few years.

Activities:

1. The four Junior majors tutored three Mt. Hebron pupils and one Montclair High pupil.

2. The Latin Club, Inter Nos, was approved for membership in Eta Sigma Phi, national fraternity for students of Latin and Greek.

3. The Latin Club participated in the Departmental Christmas program.

4. The Latin students assisted in registration and served as hosts to the New Jersey Classical Association meeting at the College, March 12, and provided luncheon entertainment.

5. The Latin Club sponsored a booth at the Carnival.

6. Field trips were taken to the Metropolitan Art Museum and to the theater to see Julius Caesar.

7. The College High School group participated in conversational Latin (Dic Id Latine) as part of the program at the March meeting of the New Jersey Classical Association and took part in the post-prandial entertainment.

8. Another group of the College High class did more conversational Latin at the state meeting of the Junior Classical League at New Brunswick.

9. Four of the College High students entered a vocabulary contest in New York City and one of the students won first place in the 2nd year division among the non-parochial schools.

10. The College High group took field trips to the Art Museum, Julius Caesar, and The Robe.

I have been made a member of the Language Activities Committee, been a columnist for the Latin Bulletin, appeared on the program of the New Jersey Classical Association, spoken to two high school Latin clubs, had articles published in The Bulletin of Educational Research and the Classical Journal.

Respectfully submitted,

Carolyn E. Bock

Carolyn E. Bock
Assistant Professor of Latin

CEB:fev

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

Department of Mathematics

Report to the President

Academic Year
1953- 1954

I. General trends.

During the past year activities increased on behalf of the building program for the college. In addition, various committees of the faculty members were organized to analyze our teacher education program in New Jersey for the purpose of formulating objectives, adjusting policies, and recommending certain changes in our present curricula. All of these activities together with the usual staff duties crested considerable pressure on several members of the faculty.

An usual number of changes occurred this year in the Department of Mathematics, Professor V. S. Mallory retired last June. Mr. George Kays returned to us after three years spent in the U. S. Air Force. Mr. Clifford, who has been a member of the Department since 1955, obtained a one year leave of absence beginning September (1954) to represent the United Nations Technical Assistance Administration in the European Quality Control Program. Mr. Hammer, who was here one year in the temporary position of Mr. Kays, left for a new position at Adelphi College.

We have been extremely fortunate in securing the services of Dr. Bruce Meserve from the Unive sity of Illinois as a new member of the Department. He is a Phi Beta Kappa from Bates College, a member of Sigma Xi, and has the Doctor of Philosophy degree from Duke University. His achievement in the field of mathematics and in the field of teacher education are outstanding. In the absence of Mr. Clifford we are also fortunate in obtaining the services of an excellent teacher, Vera B. Davis, with more than seventeen years of teaching experience in both secondary school and college mathematics. She possesses the A.B. degree in mathematics from Indiana University and the A.M. degree in mathematical education from the University of Chicago.

Even though the above changes are unusual, the work of the Mathematics Department is running smoothly and there exist a fine spirit of cooperation. The principal handicap is the lack of adequate plant facilities to do our work more effectively. The new class room building now assured should remove most of our difficulties.

II. Departmental data

	Undergraduates					
	Majors		Minors		Total	
	Oct. 1	Feb. 1	Oct. 1	Feb. 1	Oct. 1	Feb. 1
Freshmen	19	17	7	2	26	19
Sophomores	26	25	6	4	32	29
Juniors	19	19	2	0	21	19
Seniors	29	29	0	0	29	29

Graduates June 1954

Master of Arts Degree conferred on: Donald J. Bunger, Evan M. Maletsky, Robert M. Lynch, Eleanor E. Smith

August 1954 ----- None.

Staff Load

Fall term

		Total s.h.
Dr. Mallory:	CHS Math. 10, 201, 401	11
Dr. Davis:	CHS Math. 11, 101, 301 (2 sec.)	16
Mr. Clifford:	CHS Math. 12, 201, 402, 408	16
Mr. Humphreys:	CHS Math. 7, 400, 402, 477 (2 sec.)	15
Mr. Steinhart:	CHS Math. 9, 101, 300 (2 sec.), 400(2 sec)	16
Mr. Hammer:	CHS Math. 8, 300 (2 sec.), 400(3 sec.),408;	16

Fall term - Part-time Graduate Division

Davis, 406; Clifford, 509C; Humphreys, 510B; Steinhart 530

Spring term

Dr. Mallory:	CHS Math. 10, 202, 403	11
Dr. Davis:	CHS Math. 11, 102, 302, 403	14
Mr. Clifford:	CHS Math. 12, 202, 403	14
Mr. Humphreys:	CHS Math. 7, 308, 403, 405, 477(2 sec.)	15
Mr. Steinhart:	CHS Math. 9, 101S, 102, 403	14
Mr. Hammer:	CHS Math. 8, 300(2 sec.), 304, 403(2 sec), 404;	14

Spring term - Part-time Graduate Division
Davis, 511A; Clifford, 509A; Humphreys, 400; Steinhart, 512

Summer term
Davis: Math 501A, Math 517
Humphreys: Math 400, Math 401, Int. 477
Kays: Math 509B, Math 401A, Math 511B

III. Individual Staff Reports
Report by V. S. Mallory

On his retirement Dr. Mallory was appointed Professor Emeritus by the State Board of Education. Dr. Mallory considers this the greatest honor he has received on his retirement and is grateful to Dr. Partridge, Dr. Morrison, Dr. Raubinger, and the State Board of Education for their part in making this award.

Dr. David R. Davis was appointed Chairman of the Department of Mathematics. All members of the Department considered that this appointment was made to a man eminently qualified for the post.

Dr. Mallory served as a member of these College Committees: Administrative Council, Curriculum, Committee on Committees, Professional Education.

He served as a member of the following State Committees: Executive Council of the New Jersey Association of Mathematics Teachers; Articulation between College and High School Mathematics (sub-committee of the State Committee on Articulation)

He served as a member of the following National Committees; National Council of Teachers of Mathematics; Nominations and

Elections: Review of Mathematical Terms in Dictionary of Education: Coordination.

He spoke before the Woodbridge High School on two occasions on "Positions that Require Major Training in Mathematics" and was on a panel of the New Jersey Association of Mathematics Teachers at Glassboro on "Courses in General Mathematics".

He has published three books this year: Plane Geometry and Solid Geometry with Oakley, both published by Sanborn and Fundamental Mathematics with Skeen, published by Prentice Hall. These three books bring to fifty-two the number of books on mathematics or its teaching which are original books, not revisions. In addition there are eight more original manuscripts in the hands of the publishers, to be processed later. In addition to these sixty books there have been twelve revisions of books with changes of from 88 to 212 pages. This extensive writing would have been impossible without the efficient and continued help of Lauris, my wife. We have enjoyed many aspects of the writing but are happy to retire.

And now Dr. Mallory turns personal for a little: I have been overwhelmed and made to feel no end modest by the honors which have been done me on retirement - honors to which I feel that I have little claim. Notwithstanding, the host of friends who have given so freely of their time has warmed the "cockles of my heart".

First the award of Professor Emeritus which means that I am not cut off from the college where I have taught with so much enjoyment for twenty-six years.

Then in succession these honors: Life membership in the Association of Teachers Colleges; the Degree of Extinguished Service Professorship awarded by the members of the College Staff; the banquet given by the Mathematics Alumni of the College and attended by nearly two hundred with representatives of the classes from 1930 to 1957, of graduates who came from far places, of a Lieut. Commander in the Navy, a Captain from Annapolis and a Captain from West Point. One of the valuable presents given me was a book of over one hundred letters from those who could not attend. Answering these letters will keep me busy for some time in my retirement.

Then there was my own Association of Teachers of Mathematics in New Jersey. This Association was organized in 1914, the year I graduated from Columbia and came to New Jersey to teach. I joined the Association as a charter member. I worked with that group throughout my teaching career; have been president and in 1930 was elected Life Member of its Executive Council. I take pride in the fact that, to-day, half of its officers are Montclair graduates.

Their very finest gift to me was not the valuable one bought with money, but a whole issue of the New Jersey Teacher devoted to Mallory. In it are articles by the President of the Association and by the Editor, both Montclair graduates; by President Partridge and President Emeritus Sprague, by the President of the National Council of Teachers of Mathematics, by Dr. Davis, Dr. Edna E. Kramer, Dr. Fehr, Captain Mays, present and past teachers of the Department; by Dr. Loughren, a long time friend and co-author; by my good wife, Lauris; and finally but not least by two under-graduates at the college.

Also a gift, a token of esteem, came from the Aphesteon, the Honorary Mathematics Club, named in honor of John C. Stone, and now New Jersey Beta Chapter of the National Honorary Mathematics Fraternity, Kappa Mu Epsilon.

Finally, the College High School, honored me quite unexpectedly. It is true that each year I have loved the tenth-graders and have enjoyed leading them to a reasonable appreciation of the cultural values of mathematics(for those who, like my daughter, preferred English or other subjects to mathematics) or leading those queer brilliant lights who were mathematically inclined to love the subject. There are innumerably lovely people who are not mathematicians; there are also those College High School graduates who have gone on to doctorates in mathematics, in atomic energy, in teaching positions in colleges and high schools.

I have given to the Mathematics Laboratory of the College in the "Mallory Mathematics Library" over one thousand books, mainly high school texts. Other members of the Mathematics Department have also contributed books. I intend to continue gifts of books to this library, and will eventually leave it my rather large collection of books on topics in higher mathematics and in the teaching of mathematics.

I have two reflection type telescopes, one with a 6-inch mirror and one with a 10-inch mirror, both with equitorial mountings. One has a 36-inch focal length and one has an 83-inch focal length. I shall give one to the College when there is a proper housing for it.

Mrs. Mallory has had my protrait painted by the nationally known artist Edmund Magrath of East Orange. If the College wishes it, I shall give this portrait to the College when there is a suitable place in which to hang it.

We hope to be able to leave to the College an amount sufficient to provide each year an income sufficient to award an adequate scolarship for a mathematics major who needs it.

Personal Recommendations: The name of John C. Stone should not be obscured in the history of Montclair State Teachers College for his name is prominent in the Teaching of Arithmetic in America. John C. Stone taught here from 1901 to 1934. There is a scholarship fund in his name amounting to about $1500. I suggest that the College get in touch with his son John Sydney Stone of Breed, Abbott and Morgan and ask Sydney to do two things: (1) To Donate to the College the portrait of his father painted by Edmund Magrath, (2) Denote a sufficient amount of money to make the Stone Scholarship more fully operative.

Although Dr. Meserve and Mr. Kays were not at Montclair during the past year, their reports, which follow, are also submitted in order to include the activities of all members of the Department. Due to the absence of Mr. Clifford, no report for him is available.

Report by Dr. Bruce E. Meserve: My academic activities during the past year are summarized as follows:

Publications

"Irriducibilita del risultante e del discriminantd", Bollettino della Unione Matematica Italiana, ser. III 8: 243-252
"Topology for Secondary Schools", Mathematics Teacher, 46: 465-474.
"Are the High Schools and Colleges Cooperating Most Effectively in meeting the Mathematical Needs of Their Students", School Science and Mathematics, 54: 299-302.
(I have also spent a great deal of time revising the preliminary edition of my FUNDAMENTAL CONCEPTS OF GEOMETRY for publication in book form next spring.)

Speeches

A series of five lectures on "Algebra for Teachers" at the New England Institute for Teachers of Mathematics, August, 1953.
(A corresponding invitation for 1954 was issued to me for a series on topology. I refused the invitation in view of my expected sabbatical year at the University of Illinois)
"Inservice Training of Teachers"--part of a panel at the annual meeting of the Illinois Council of Teachers of Mathematics, Springfield, Illinois, October 3, 1953.
A report of the recommendations of the Illinois Council of Teachers of Mathematics and the Committee on the Strengthening of the Teaching of Mathematics to the committee(about 70 people) of the Superintendent of Public Instruction of Illinois charged with the revision of the "Guide to the Recognition, Evaluation, and Supervision of Illinois Schools, Kindergarten through Junior College". Springfield, Illinois, November 28.
"Report of the Committee on the Strengthening of the Teaching of Mathematics"--Illinois Section of the Mathematical Association of America, Knox College, May 14.
"The Mathematical Needs of Prospective Engineering Students"--Annual Meeting of the American Society for Engineering Education, Urbana, Illinois, June 17.

Meetings attended (in addition to those mentioned above)
Kingston,Ontario meeting of the Mathematical Association of America and Mathematical Society, September 1953
Executive Committee of the Illinois Council of Teachers of Mathematics (as vice president for colleges) four meetings
Committee on the Strengthening of the Teaching of Mathematics -three meetings in Chicago
Annual Meeting of the National Council of Teachers of Mathematics, Cincinnati, Ohio, April 22-24-, 1954

Committee work
Note: My teaching load was reduced to six hours per semester throughout the year so that I could make a definite contribution through my committee work.

Committee on the Strengthening of the Teaching of Mathematics--I served as chairman of this committee having a dual responsibility to the Illinois Council of Teachers of

Mathematics and the Illinois Section of the Mathematical Association of America. In addition to extensive work related to the above mentioned report to the committee responsible for the revision of the "Guide to the Recognition,... of Illinois Schools...," I wrote over two hundred letters, set up rules and procedures for students in Illinois high schools to take the contest in mathematics sponsored by the New York Section of the Mathematical Association of America (Over two thousand students in 50 high schools entered the contest. A new committee has been created to sponsor the contest hereafter in Illinois), and considered with my committee of five several other ways in which the teaching of mathematics could be strengthened.

University of Illinois Committee on Secondary School Mathematics--
For the past three years I have been one of the two major writers of text materials for an experimental ninth grade program. During 1953-1954 we revised the materials that had been used by the students at the University Experimental High School the year before. The revised text was about 800 pages of mimeographed material and was used in three schools. It is now being printed so that it may be used for further experimentation.

Miscellanea

I have referred ten papers for the Mathematics Teacher, been requested to serve on an editorial committee preparing a yearbook of the National Council of Teachers of Mathematics on "Interpreting Modern Mathematics for High School Teachers," be been requested to serve on the NCTM committee on Institutes and Summer Workshops, and been requested to serve as chairman in 1954-1955 of the NCTM Research Committee. Most of these Activities are just beginning.

I shall be very pleased to supply any additional information that may be desired.

B. E. Meserve

Report by George W. Kays

Mr. George W. Kays was recalled to duty with the United States Air Force September 1951 and remained on active duty until June 1954. For one year his duties were of administrative and operational nature. Following this Mr. Kays was stationed at The USMA at West Point, New York, for two years. While at West Point Mr. Kays was an instructor of mathematics and Training Aids Officer for the department of mathematics. This job entailed the review, purchasing, and supervision of visual aids.

December 1952, attended the convention of the Society of Engineering Education.

April 1953, Conducted a section on 'The Mathematics Laboratory in the Senior High School' at the Atlantic City, New Jersey, Convention of the National Council of Teachers of Mathematics.

[illegible]

[illegible]

[illegible]

July 1953, Conducted a one week course on 'The Mathematics Laboratory in the Senior High School' at the Rutgers University Institute for Teachers of Mathematics. Also addressed the assembled teachers on 'The Use of the Mathematics Laboratory'.

July-August 1953, Conducted a class in 'Mathematics for the Gifted Student in High School', addressed the assembled teachers on 'The Proper Use of Visual Aids' and led discussions in the daily general assembly at the University of Virginia Institute for Mathematics Teachers.

February 1954, Supervised and directed student lectures to the West Point Mathematics Forum.

March 1954, Attended the Meeting of the Metropolitan Section of the New York Section of the Association of Mathematics Teachers.

April 1954, Addressed a group of teachers at the New York State Association of Teachers of Mathematics at Syracuse, New York, on 'Mathematics for the Gifted High School Student.'

July-August 1954, Taught a class in 'Materials and Models in Mathematics Education' at Teachers College, Columbia University.

July 1954, Addressed the assembled students of Teachers College Columbia University on 'Econometrics.'

August 1954, Conducted a course in 'The Mathematics Laboratory in the Senior High School' at the New England Institute for Teachers of Mathematics held at M.I.T.

Reportby Robert F. Steinhart

I. Attendance at meetings of professional organizations.
   A. New York Society for the Experimental Study of Education.
   B. Metropolitan New York Section of the Mathematical Association of America.
   C. National Council of Teachers of Mathematics.
   D. Association of Mathematics Teachers of New Jersey.

II. Book review of new calculus textbook submitted to the New Jersey Mathematics Teacher. To be used Fall, 1954.

III. Progress made in doctoral studies. Courses completed. Matriculation in Teachers College, Columbia University, Advanced School of Education completed. Dissertation outline accepted. Tentative title: Community Resources in High School Mathematics and Suggestions for Their Use in Teaching General Mathematics.

The main problem of this study is to devise a community survey instrument to be used for the discovery of community resources related to high school mathematics. Subsidiary problems are (1) to find what valuable community resources are easily available to the mathematics teachers and (2) to show some ways in which community resources may be used in high school general mathematics courses.

Report 8

Report by T. Roland Humphreys

During the past year, I have continued my membership and participation in the activities of the following professional groups: American Mathematical Society, The Mathematical Association of America, The National Council of Teachers of Mathematics, The Association of Mathematics Teachers of New Jersey, Section 10 of the New York Society for the Experimental Study of Education, The Association for Higher Education of the National Educational Association, The New Jersey Educationa Association, The Council of State Employees of New Jersey, The Association of New Jersey State Teachers College Faculties, The Montclair State Teachers College Faculty Association, and the Parent Teacher Association of College High School. I have also added this year membership to the Central Association of Science and Mathematics Teachers with a subscription to School Science and Mathematics--this organization's magazine. I have continued to interest both graduate and undergraduate students at Montclair in the activities of a number of these mathematical groups and in the two mathematics clubs at Montclair, Sigma Phi Mu and Aphesteon.

I have continued to serve as Book Review Editor of the New Jersey Mathematics Teacher, the magazine of the Association of Mathematics Teachers of New Jersey. I spoke before the Junior High School section of the Joint January meeting of the Association of Mathematics Teachers of New Jersey, The Association of Mathematics Teachers of New York City, and Section 10 of the New York Society for the Experimental Study of Education. I also attended some of the executive committee meetings of the parent group, the New York Society for the Experimental Study of Education.

During the past year, I served as chairman of one of the subcommittees of the Montclair State Teachers College faculty committee on curriculum revision concerned with General Education. I have continued to serve as faculty advisor to the Business Manager of the Bureau of Student Publications of Montclair State Teachers College. I also served as faculty advisor to the table tennis team at Montclair State Teachers College. I have continued to participate in the work of certain formal and informal groups of the College High School faculty. I attended the banquets of the Association of Mathematics Teachers of New Jersey and of the Alumni of the Mathematics Department of Montclair State Teachers College honoring Dr. Mallory. I have also assisted in securing material for the Virgil S. Mallory issue of the New Jersey Mathematics Teacher. I attended the annual meeting of the Essex County Alumni Chapter of Phi Beta Kappa.

My class in Mathematics 402 assisted Mr. Cordes in some small projects. I received excellent cooperation from the Science, Music, Art, and Tools for Learning Departments of Montclair State Teachers College in securing materials used in the course: Mathematics and other Fields of Knowledge--Science, Art, and Music. I also received excellent cooperation from the officers and employees of the First National Bank of Montclair, The Montclair Trust Company, and the Montclair Savings Bank in participation in an excursion which my class in Mathematics 308 and the Seventh Grade of College High School made to these banks.

My Community activities have included participation into the activities of the College High School Parent Teachers Association, membership on the Standing Committee, and chairman of the Education Committee of the First Baptist Church of Montclair.

At the request of the editor Jacques Cattell, I have submitted a biographical sketch for the Ninth Edition of American Men in Science.

Report 9

Professional Activities of David R. Davis

Meetings attended:

The American Mathematical Society, New York 10-24-53
The Association of Mathematics Teachers of New Jersey, November 1953
Committee meeting of STC, Trenton, 2-5-54
Committee meeting, New Brunswick, June 1954
N. J. Mathematics Teachers Association, New Brunswick, 5-1-54

Retirement Dinner for Professor V. S. Mallory, 5-8-54
(One of the speakers and contributers to the accompaning program given by the Association of Mathematics Teachers of New Jersey).

Retirement Dinner for Dr. Mallory, 5-13-54 given by the Mathematics Department (Students, alumni, faculty). I was chairman of the Program Committee and Master of Ceremonies at the dinner.

National Council of Teachers of Mathematics, Teachers College, Columbia University, 6-28-54

Committees:

Faculty representative on New Jersey Teachers Pension and Annuity Fund. Essex County meeting held at Orange High School, Nov. 1953
Program Committee of the Mathematics Association of America for the New York, Metropolitan Area

Faculty Advisor for Kappa Mu Epsilon Honor Society

Chairman, Committee on Mathematics Curricula for the State Teachers Colleges of New Jersey
New Jersey Committee on Articulation in Mathematics between the New Jersey Colleges for higher education and the secondary schools (Member of Program Committee)
Examination Committee - sponsored by the Mathematics Association of America. Assisted in preparing and editing examination - two meeting in New York, Jan. 1954

As an associate editor, I read and gave editorial critiques on seven papers submitted for publication in the Mathematics Teacher, National Magazine for the National Council of Teachers of Mathematics

Addresses - In addition to the addresses mentioned above, I was invited to address the National Council of Teachers of Mathematics at Columbia University, 6-28-54, on "The Teachers Need for and Use of Mathematical Knowledge in Secondary School Teaching."

Publications:

The first year college text "Introductory College Mathematics" by Milne-Davis, first published in 1935, revised in 1941, is again being revised. According to present estimates this project will require at least two years.

Professional Activities of Edwin C. Davis

Teaching experience:

The Institute, Stevens Institute of Technology, New York. 1948-1950
The Association of Technical Institutes, University of New Mexico, Summer, 1950
Committee meeting, City College, Trenton, Summer
Committee meeting, Rutgers University, New York
C. C. Polytechnic Institute Committee meeting, The Pennsylvania, 1-4-47

Conferences Given: Pre-Engineering C. C. Military, Summer
Dean of the Academy and Coordinator of the Engineering Program given to the Association of Technical Institutes of New Jersey.

Conferences Given: Pre-Eng. Military, Delivered three in the Northeastern Institutions (Tufts, Lowell, Brown). Title: The Position of the Freshman Curriculum and Course of Instruction at the Lowell.

National Council of Teachers of Mathematics, Northern Valley, Colorado Springs, 1-4-50

Consultant:

Consulting engineering on the Lower Tonawanda Project for Niagara Power Corporation.
Erie County Health Unit of Erie County, N.Y. Title: Problem Conditions in the Industrial Sanitation of Erie County, for the New York, Industrial Area.

Faculty Advisor for Delta Mu Delta Honor Society

Lecturer, Committee on Scholastic Activities, for the Alpha Chapter of the Lecture
Colleges of the Lecture
Non Profit Organizations in Engineering Training in the Lecture Lecture Colleges for Minor Schools and the Secondary Schools (Member of Program Committee)
Faculty Advisor Committee - Responsible for the Extracurricular Activities of Students. Training to Consider and Solving Problems - in Meeting, in New York, Jan. 1950

As an Associate Editor, I read and make critical evaluations of Review Papers submitted for Publication in the Engineering Journal, National Meeting for the National Council of Teachers of Mathematics

Conferences - In Relation to the Industrial Problems Review, I was Invited to address the National Council of Teachers of Mathematics in Colorado Springs, Colorado, on "The Problem Pre-Engineering of Mathematical Knowledge in Secondary School Teaching."

Activities:

The first year action was "Preliminary Option Mathematics" by Alternative, first position in Jan., moving to 12th, in June. Its goals being reached. Attempts to present activities this semester will begin at least two years.

A second project, which is purely a welfare project without renumeration, is the collection and organization of data on the New Jersey Teachers Pension and Annuity Funds in order to bring up to date the information booklet on this subject published in 1948.

From October 1 to 8, 1953, it was a privilege to have as my guest Dr. Lucas N. H. Bunt, Institute of Education, University of Utrecht, who is professor of Mathematics and Director of the Educational Program for Teachers of Mathematics in the Netherlands. During the two previous years I was able to assist him in planning a 3 1/2 month inspection tour of 16 colleges and universities throughout the United States for the purpose of learning more about our educational program for secondary teachers, particularly, teachers of mathematics. Dr. Bunt came to the United States as a member of the Foreign Leader Program established by the United States Government. After spending one week at Washington, D. C., to complete arrangements and authorization for his United States itinerary, his first stop was the State Teachers College at Montclair.

IV. Recommendations

1. The Mathematics Department recommends that, when the new class-room building and the food service building are ready for use, we plan a yearly meeting of the New Jersey Association of Mathematics Teachers at Montclair. In view of the present schedule of meetings for this Association, it may be advisable to hold the first meeting at Montclair early in March 1956.

2. We recommend that the College High School classes in Mathematics 10, 11, 12, (senior high school) be scheduled for the mathematics rooms in the new class-room building. The larger rooms, better blackboards, and other equipment will increase the effectiveness of our teaching and observation program. For the same reason we recommend that Room 14 in CHS Building be made available for the CHS classes in Mathematics 7, 8, and 9.

3. We recommend that the administration seriously consider and strive to obtain a budgetary item of approximately three-hundred ($300) for each department to help defray the expenses of faculty members who participate and attend national meetings of scientific and educational organizations. We cannot hope to maintain high educational standards unless the State is willing to help bear such items of expense rather than to depend upon those faculty members who are financially able and willing to meet such obligations which are of as much benefit to the College as to the individual.

Respectfully submitted,

David R. Davis

David R. Davis
Chairman, Department of Mathematics

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

MEDICAL DEPARTMENT

REPORT TO THE PRESIDENT

1953-1954

MEDICAL RECOMMENDATION AND CORRECTION OF PHYSICAL DEFECTS

FOUND AT TIME OF PHYSICAL

	No. Defects	No. corrected fully or partially
Blood conditions (anemia).....	13	8
Blood pressure.....	24	6
Ears (hearing, wax).....	4	4
Endocrine (pathology).....	19	1
Eyes.....	237	20
Feet (flat).....	43	
Gastro - intestinal system.....	6	2
Glands.....	60	
Heart.....	25	3
Hernia, Varicocele, Pilonidal, Varicose veins, Hemorrhoids.....	13	3
Lungs.....	5	
Nose (sinus).....	9	2
Nerves.....	34	4
Weight (10% over or under).....	34	10
Orthopedic (not feet).....	22	4
Posture.....	89	12
Skin.....	200	50
Teeth and gums.....	75	2
Tonsils.....	16	4

Defects reported as uncorrected were chiefly due to:

1. Failure to report to medical department, although defect was actually corrected.

II. Lack of interest on part of some students.

III. Some defects impossible to correct, such as missing teeth.

ANNUAL REPORT OF MEDICAL DEPARTMENT
1953-1954

I. Trends and Developments.

The work of this year has followed the general program of previous years.

1. Physical examinations of 1120 students.
2. Follow-up medical recommendations.
3. Correction of physical defects found (detailed report is attached.
4. Improvements of physical conditions of individual students referred to medical department.
5. Hearing tests (audiometer 4A) of all entering students.
6. Communications with private physician re: improving physical efficiency of students.

II. Services Rendered.

1. Treatments... (Firstaid)..... 5,584
2. Dormitory care of students..... 472
3. Issuance of make-up slips..... 1,920
4. Office Consultations..... 715
5. Referring students to specialists when necessary. 200
6. Correspondence with insurance companies re:..... students health program.....
7. Attendance at all home athletic events.....
8. Chest x-rays..... 1,192
9. Recheck chest x-rays..... 34
10. Injections..allergy..vitamins..small pox..and... typhoid preventive..... 750
11. Initial calls to off campus students.....
12. Examinations other than annual medical.....
    A. For employment..... 315
    B. For camp..... 88
    C. For applicants with defects noted on form C. 360
    D. Wasserman tests..... 8
13. Basal metabalism tests..... 6
14. Ultra-violet acne therapy..... 4,800
15. Senior class statements of health for certification.
16. Filing & follow-up: Compensation claims for employees.

[illegible]

[illegible]

[illegible] and Development.

The work of this year has included the general program of services [illegible].

1. Physical examinations of 1200 students.
2. Follow-up medical recommendations.
3. Correction of physical defects from financial reserve in operation.
4. Improvements of physical conditions of individual students [illegible] referral to medical department.
5. Testing tests (audiometer &c) of all entering students.
6. Conferences with parents physicians for improving physical efficiency of students.

II. Services Rendered.

1. Consultations ..... (Personal) 3,324
2. Hospitalization days of students 474
3. Sessions of follow-up clinic 3,850
4. Office dispensations 723
5. Referring students to specialists when necessary. 250
6. Correspondence with insurance companies re: [illegible] ..... [illegible]
7. Absentees as all home-athletic [illegible] ..... [illegible]
8. Check-ups 1,200
9. Health check ups 34
10. Tuberculosis [illegible] [illegible] ..... [illegible]
11. Infant milk to city [illegible] students ..... [illegible]
12. Immunizations other than annual medical ..... [illegible]
    1. For [illegible] ..... [illegible]
    2. For [illegible] ..... [illegible]
    3. For [illegible] with [illegible] [illegible] 3,300
    4. Immersion [illegible] ..... [illegible]
13. Dental [illegible] [illegible] 0
14. Glass-[illegible] [illegible] 4,500
15. Health [illegible] statements of health for certification.
16. Filing a follow-up [illegible] [illegible] for employees.

III. Enrollment Date.

Undergraduate total as of first semester..... 979

Undergraduate total as of spring semester.....

College High school enrollment..... 174

IV. Staff and staff changes.

The medical department has consisted of one full time non-resident physician and one full time resident nurse. Part time physicians have been employed to assist with physical examinations, and in connection with men's athletic injuries.

Three part time graduate nurses assisted in the Medical Department from September to June. Student help was used as needed.

V. Recommendations.

1. Use services of 3 part time registered assistant nurses with tuition and living expenses as compensation.
2. Better follow up work for correction of defects as noted on physical examinations.
3. A telephone for college physicians (a much needed item.)
4. Increase budget for medical supplies.
5. Budget to include retainer fee for services of psychiatrist.

VI. Equipment Needed.

A. New audiometer for screening of student.

B. Lamps for medical department.

VII. Diagnostic and therapeutic equipment needed.

A. New audiometic for screening of students.

B. Shock wave machine.

C. Two Infra red lamps.

VII. Improved infirmary facilities.

A. Construction of an infirmary for care of students.

B. Diet kitchen for preparation of meals.

C. Equipment needed: swivel chair - panel screens.

III. Recommendations.

Undergraduate nurses at one first semester..... 37%

Undergraduate nurses at one senior semester.....

College High school enrollment..... 17%

IV. Staff and staff changes.

The medical department has consisted of one full time consultant physician and one full time resident nurse. Part time physicians have been employed to assist with physical examinations and in connection with health education lectures.

Three part time graduate nurses assisted in the Medical Department from September to June. Student help was used as needed.

V. Recommendations.

1. Use services of 2 part time registered assistant nurses with training and living expenses as compensation.
2. Better follow up work for correction of defects as noted on physical examinations.
3. A telephone for college dormitories (a much needed item.)
4. Increase budget for medical supplies.
5. Budget to include reimbursement for portable of dormitories.

VI. Equipment Needed.

A. New audiometer for screening of students.

B. Lamps for medical department.

VII. Diagnostic and therapeutic equipment needed.

A. New audiometer for screening of students.

B. Blood serum medium.

C. Two Zeiss red lamps.

VIII. Improved laboratory facilities.

A. Reconstruction of the laboratory for care of patients.

B. Dark rooms for preservation of media.

C. Equipment needed: medical study - general sciences.

D. Waiting room for students.

E. Dressing room for students preparing for physical examinations.

F. Lamps for medical department.

G. Centralization of infirmary and medical department.

H. Additional rooms for treatments.

I. Small Orthopedic equipment for football injuries.

Respectfully submitted.

Margaret M. Wurts

Margaret M. Wurts, M.D.

Charlotte Pritchard

Charlotte Pritchard, M.D.

New Jersey State Teachers College at Montclair

Department of Music

Report to the President
Academic Year
1953 - 1954

I Trends and Developments

A. Changes in the Music Faculty

1. Mrs. Henry Ludman was granted leave of absence for the school year 1953-1954. Her work was assigned to Gordon Gaines, instructor in voice, and to Dorothy Priesing, instructor in music theory and music history and appreciation.

2. After twenty-six years of distinguished service, Dr. Carl F. Mueller has resigned as Director of the College Choir.

B. Career Day

Our first career day in the Music Department was held on January 15, 1954. One hundred and sixty-five junior and senior high school students from Northern New Jersey accepted our invitation to spend the day with us. They visited classes, brought their instruments, and participated in choir, orchestra, and band rehearsals. Afternoon tea in Chapin Hall and a student recital in Russ Hall brought the day to a close.

C. Alumni Choral Festival

Our first alumni choral festival was held in the college gymnasium on Thursday afternoon, May 27, 1954. Seven alumni brought their choral groups to the college for a "Sing," a total of 271 students, ranging in grades from 5 through 12, participated in the festival. The college choir sang for the visiting choral groups and at the close of the program all choral groups combined in singing "Beautiful Saviour" under the direction of Dr. Carl F. Mueller.

D. Artist File Pre-view, Music Educators Association of New Jersey

The first Artist File Pre-view of the Music Educators Association of New Jersey was held in Russ Hall on Sunday afternoon, March 8, 1954. At that time artist members of this association performed for an audience composed of the program chairmen of the Women's Clubs of Northern New Jersey. The purpose of extending the facilities of the College to the Music Educators of New Jersey was to bring about closer working relations between studio teachers of applied music and the music department of this college.

New Jersey State Teachers College at Montclair

Department of Music

Report to the President
academic year
1973 - 1974

I. Trends and Developments

A. Changes in the Music Faculty

1. Mrs. Nancy Hudson was granted leave of absence for the period year 1973-1974. Her work was assigned to Jordan Kahney, instructor in voice, and to Dorothy Trahaine, instructor in music theory and music history and appreciation.

2. After twenty-six years of distinguished service, Mr. Carl F. Mueller has resigned as Director of the College Choir.

B. Career Day

Our first career day in the Music Department was held on January 15, 1974. Jan Borland and Judy-Ann Jordor and another high school student from Montclair the career counsel our institution to counsel the day with us. The visited classes, brought their instruments, and participated in music, workshop, and band rehearsals. Afternoon tea in Dickie Hall and a student recital in Hoe Hall brought the day to a close.

C. Alumni Choral Festival

Our first alumni choral festival was held in the college gymnasium on Thursday afternoon, Apr 27, 1974. Seven alumni brought their choral groups to the college for a "fling," a total of 171 alumnae, ranging in grades from 5 through 12, participated in the festival. The college choir sang for the visiting choral groups and at the close of the program 171 choral groups combined in singing "Hallelujah" under the direction of Dr. Carl F. Mueller.

D. Kathryn Ellis Fire-place, Music Education Innovation of the Decade

The first Kathryn Ellis Fire-place of the Music Education Association of New Jersey was held in Hoe Hall on Sunday afternoon, March 8, 1974. At that time within members of this association participated for an informal reception of the program chairman of the Council of Music of Northern New Jersey. The purpose of rekindling the facilities of the College to the Music Education of New Jersey was to bring about closer working relations between music teachers of public schools and the music department of this college.

E. Instrumental Ensemble Festival

The Department of Music of the New Jersey Education Association sponsored the fourth annual Instrumental Ensemble Festival at this college on Saturday, April 3, 1954. The purpose of this festival is to bring together students and teachers who are interested in performing small ensembles of from three to six parts in any combination of string, wood, brass or percussion instruments with only one player to a part. Fifty-seven ensemble groups from 22 schools with a total of 182 students participated in the festival. Two ensemble groups returned for the fourth year. They were a string trio from Yanticaw Elementary School, Nutley, and a brass quartet from Dunellen High School. Each group was given an album of Ensemble music in recognition of its fourth anniversary at the festival.

F. Collegium Musicum

A small, select group of singers whose purpose is to perform and promote an interest in seldom heard Baroque and Modern music. These singers are accompanied by early instruments such as recorders, lute, organ and harpsichord.

G. Gifts to the College

1. From Mrs. Peter Harrison, Caldwell, New Jersey, an Emerson upright piano.

2. From Mrs. Williams, Monday Afternoon Club, Passaic, opera libretti and Metropolitan Opera News.

3. From Winifred Stiles, Plainfield, N. J., five volumes, illustrated, of the great Operas, edited by James Buell.

H. Musical Instruments Purchased

1. Piccolo C - Reynolds, 12980.
2. Guitar, Richard Pick.

I. Inventory of College-Owned Instruments as of July 1, 1954.

The College owns the following instruments which are loaned to students for use in Music 205, 206, 309, and in the college orchestra, band and music workshop.

Name of Instrument	Make	Serial Number
1. Violin #1, bow		
2. Violin #2, bow		
3. Violin #3, bow		
4. Viola #1, bow		
5. Viola #2, bow		
6. Cello		
7. String Bass #1, French bow	Am. Standard	
8. String Bass #2, French bow	Kluson Mfg. Co.	
9. String Bass #3, German bow	Am. Standard	

6. Instructional Research Facilities

The Department of Health of the City Public Education Association sponsored the Health Curriculum Research Laboratory (Training in Health Education on Television), April 4, 1960. The purpose of this Institute is to assist teachers-students and teachers who are interested in improving the health education of their students to aid parents in the evaluation of health needs, issues or problems. Independent study may be given in a week or a year. Different materials would be used in each case. The results are satisfactorily to the Institute. The results indicate values for the future plans. They were a study into Institutes Committee, School, Building, and a lesson provided from Health Club School. Each group has been an object of research in health in accordance of the health education in the Institute.

7. Outstanding Features

A small, medium group of students which involve in to problems and research in behavior in which based through and tables and. These students are responsible by study the research work or inventory. The, study and research.

8. Aids to the Studies

1. Free Use. Fifty Minutes. Calendar, New Jersey, in Science Education Center.

2. Free Use. Fifteen, Study afternoon from, Tuesday, Study Institute and Institutes Group Use.

3. Open Studies Online, Plainfield, N. J., from Science Institute, of the group Research, aided by Class Study.

9. Special Instructional Programs

1. Science 0 - Special, 1960.
2. Science, Science Club.

10. Attendance of Instructional Conferences in at Schools, 1960.

The College sent the following Instructors which are listed in Science the one in Study 960, 961, 962, and in the Science Conferences Local and Area Workshop.

Name of Instructor	Date	Where Taught
1. Tables 1, Use		
2. Tables 2, Use		
3. Tables 3, Use		
4. Tables 4, Use		
5. Tables 5, Use		
6. Tables 6, Use		
7. Tables		
8. Science Area 8, Science Use		Use. Training
9. Science Area 9, Science Use		Tables Use. Co.
10. Science Area 10, Science Use		Use. Training

Name of Instrument	Make	Serial Number
10. Cello #1, bow, cover	John Juzek	#303
11. Cello #2, bow, cover	John Juzek	#303
12. Piccolo, D flat	Guy Humphrey	41271
13. Flute	Armstrong	24192
14. Flute	Gerard, Paris	41272
15. Oboe	Continental Colonial	26815
16. Oboe	Penzel Muller	15308
17. English Horn	Loree	J 90
18. Clarinet	M. Lacroix, Paris	4881
19. Clarinet (French)	MST	41273
20. Clarinet	Gerard, 126	126
21. Clarinet	Noblet,	5607
22. Clarinet	Pastore	A 108-175
23. Alto Clarinet	Mariel Freres	41274
24. Bass Clarinet	Rampone	25233
25. Bassoon	Cabart	41275
26. Sarrusaphone	Conn	V 215
27. Cornet	Olds	3491
28. Fluegelhorn	Melville-Clarke	2621
29. French Horn (Single)	Conn	364684
30. French Horn (Double) F & B Flat	Conn	362399
31. French Horn (old)	Continental Colonial	124469
32. French Horn	Rampone	244
33. Trombone with F valve	York,	1131
34. Bass Trombone	Holton	98718
35. Baritone (bell front)	Pan American	65189
36. E flat Tuba	Conn	155134
37. BB Flat Tuba	Cleartone	7274
38. BB Flat Tuba	King	253987
39. Sousaphone	York	90856
40. Orchestra Bells	MST	41281
41. Field Drum #1	MST	41276
42. Field Drum #2	MST	41277
43. Concert Drum	MST	41284
44. Bass Drum	MST	41278
45. Tympani (2 machine, 1 hand-tuned)	MST	41279) 41282) 41283)
46. Cymbals (pair)	K. Zildjian	
47. Cymbals	A. Zildjian	
48. Cymbal (single)		
49. Tom-tom		
50. Glockenspiel	MST	41280
51. Clarinet in A	Jacques Albert	41284
52. Baritone	York	65184
53. Piccolo, C	Reynolds	12980
54. Guitar	Richard Pick	

Type of Instrument	Make	Serial Number
10. Cello (3, 4th, serv	John Lewis	4303
11. Cello (3, 4th, serv	John Lewis	3073
12. Piccolo, D flat	Guy Humphrey	L4274
13. Flute	Armstrong	4127
14. Flute	Gemeinh, Paris	L4272
15. Oboe	Continental Orchestral	7802
16. Oboe	Thomas Malloy	17704
17. Bassoon, Tenor	Lemon	1 90
18. Clarinet	E. Leonard, Paris	L4021
19. Clarinet (French)	Ebt	L4273
20. Clarinet	Conrad, 128	7180
21. Clarinet	Buffets	7807
22. Clarinet	Pairaud	1 108-175
23. Alto Clarinet	Leonard Paris	L4 774
24. Bass Clarinet	Selmer	35323
25. Saxophone	Conn	L4275
26. Saxophone	Conn	7 258
27. Cornet	Olds	3420
28. Flugelhorn	Wurlitz-Ziegler	5621
29. French Horn (Single)	Conn	255404
30. French Horn (Double) F & B flat	Conn	301070
31. French Horn (4th)	Conn-Leonard Coloured	134407
32. French Horn	Conn-Leonard	4
33. Trombone with F valve	Conn	1130
34. Bass Trombone	Selmer	37721
35. Baritone (Bell Front)	Fox American	6238
36. 3 Flat Tuba	Conn	355234
37. 3 Flat Tuba	Glenshaw	1778
38. 3 Flat Tuba	King	37407
39. Sousaphone	York	60020
40. Orchestra Bells	Ent	L1302
41. Field Drum 12	Ent	L4276
42. Field Drum 13	Ent	L4277
43. Concert Drum	Ent	L4280
44. Base Drum	Ent	L4278
45. Timpani (2 matching, 2 hand-tuned)	Ent	L4279
		L4281
		L4282
		L4283
46. Cymbals (pair)	E. Zildjian	
47. Cymbals	A. Zildjian	
48. Cymbal (single)		
49. Tam-tam		
50. Glockenspiel	Ent	L4280
51. Clarinet in A	Jacques Albert	L1722
52. Baritone	Conn	8
53. Piccolo, C	Armstrong	1
54. Guitar	Gibson Jim	

J. Concerts and Extra-Curricular Activities

1. College Band, S.G.A. Assembly, September 22, 1953 Amphitheatre
2. College Band, football game, October 3, campus
3. Faculty Program, Gordon Gaines, baritone, Edna McEachern, piano, State Teachers College Faculty Institute, Trenton, N. J., October 12
4. College Band, football game, October 17, campus
5. College Band, football game, October 23, campus
6. College Band, football game, October 31, campus
7. Student Recital #1, Russ Hall, November 6
8. Faculty Recital - Gordon Gaines, baritone, Edna McEachern, piano, Russ Hall, November 8
9. College Band Concert, Wallington High School, November 17
10. College High School students to Youth Concert - Carnegie Hall, New York City, November 17
11. Graduation Recital, Charles Magliaro, Clarinet, Chapin Hall, November 22
12. Student Recital #2, Chapin Hall, November 24
13. College Band, Assembly, College Gymnasium, November 24
14. Graduation Recital, William Kemp, tenor, Russ Hall, December 6
15. Christmas Music Assembly by the College Chorus and Orchestra, College gymnasium, December 8
16. Seymour Bernstein, Pianist, Russ Hall, December 11
17. Graduation Recital, Carol Doty, flute, Chapin Hall, December 13
18. Student Recital #3, Chapin Hall, December 14
19. College High School Chorus for Junior League, Woman's Club of Upper Montclair, December 14
20. Christmas Concert, College Choir, Assembly, College Gymnasium, December 15
21. College High School Christmas Concert, Chorus and Orchestra, gymnasium, December 18
22. Christmas Program, Men in Music, East Orange Veterans' Hospital, December 21
23. Graduation Recital, Paul Griffith, Russ Hall, January 10, 1954
24. Career Day, Music Department, Music Building, January 15, 1954
25. Student Recital, #4, Russ Hall, January 15
26. College High School students' attendance at Junior Performance of La Boheme, Metropolitan Opera, January 15
27. Graduation Recital, Robert Alexeev, trombone, Chapin Hall, January 17
28. Collegium Musicum, Assembly, College Gymnasium, January 19
29. Student Recital #5, Chapin Hall, January 22
30. Graduation Recital, John McNamara, Trumpet, Russ Hall, January 24
31. Student Recital, #6, Russ Hall, January 29
32. Graduation Recital, George Scanelli, Trumpet, Chapin Hall, January 31
33. Annual College Band Concert, College gymnasium, February 2
34. Musical numbers for Exchange S.G.A. Assembly, State Teachers College, Trenton, N. J., February 23
35. Concert, Murray Present, pianist, February 28
36. Graduation Recital - Lila Jackson, violinist, Russ Hall, March 14
37. Student Recital #7, Chapin Hall, March 19
38. Student Recital #8, Chapin Hall, March 26
39. Artist File Pre-View, Music Educators Association of New Jersey, Russ Hall, March 28

4. Concerts and Lecture-Recital Activities

1. College Band, S.U.A. Assembly, Saturday 26, 1952 Homecoming
2. College Band, Football game, October 3, Geneva
3. Faculty Program, Dorsey Talent, Auditorium, Ohio Wesleyan, piano, Ohio Wesleyan College Faculty Recital Series, Toronto, O., Saturday 12
4. College Band, Football game, October 17, Hopkins
5. College Band, Football game, October 31, Geneva
6. College Band, Football game, November 21, Geneva
7. Student Recital #1, Jane Hall, December 4
8. Faculty Recital - Dorsey Talent, Auditorium, Ohio Wesleyan, piano, Mize Hall, December 2
9. College Band Concert, Antiochian High School, November 17
10. College High School Students in Music Concert - Kennedy Hall, Jane Hall, November 17
11. Christmas Recital, Choral Ensembles, Chapel, Church Hall, December 12
12. Student Recital #2, Jane Hall, December 21
13. College Band, Assembly, College Homecoming, December 21
14. Christmas Recital, Kitchen Lady, Jane Hall, December 4
15. Christmas Music Assembly by the College Chorus and Orchestra, Dalton Auditorium, December 5
16. Concert Secretaries, Piano, Jane Hall, December 11
17. Christmas Recital, Carol Song, Flute, Chapel Hall, December 17
18. Student Recital #3, Chapel Hall, December 21
19. College High School Chorus for Junior Women, Women's Club of Upper Sandusky, December 21
20. Christmas Concert, College Choir, Assembly, Dalton Presentation, December 17
21. College High School Christmas Concert, Chorus and Orchestra, Kennedy, December 18
22. Christmas Program, Sin in Music, Jane Hall, Fairview Parkhill, December 21
23. Graduation Recital, Paul Gentile, Jane Hall, January 12, 1953
24. Senior Day, Music Department, Music Building, January 15, 1953
25. Student Recital #4, Jane Hall, January 15
26. College High School Scholarship students at Junior Auditorium of Dalton, Interpretation Chorus, January 15
27. Graduation Recital, Laura Alcorn, Kingsley, Chapel Hall, January 17
28. College on Parade, Assembly, College Homecoming, January 19
29. Student Recital #5, Chapel Hall, January 22
30. Graduation Recital, John Lehmann, Trumpet, Jane Hall, January 26
31. Student Recital, #6, Jane Hall, January 29
32. Graduation Recital, Donna Kendall, Trumpet, Chapel Hall, January 30
33. Senior College Band Concert, College Gymnasium, February 2
34. Student Members for Delaware S.C.A. Assembly, Ohio Wesleyan College, Delaware, O., February 23
35. Concert, Harry Jensen, Marimba, February 26
36. Graduation Recital - Lila Jackson, Violinist, Jane Hall, March 16
37. Student Recital #7, Chapel Hall, March 19
38. Student Recital #8, Chapel Hall, March 30
39. Arthur Fiske Jim-Rom, Music Appreciation Association of Ohio Wesleyan, Jane Hall, March 23

40. Fourth Annual Instrumental Ensemble Festival, Department of Music of the New Jersey Education Association; College High School, April 3.
41. College Choir, Rotary Club, Montclair, April 13
42. Student Recital #9, Chapin Hall, April 14
43. Dorothy Priesing, Recital of Original Compositions, Russ Hall, May 2
44. Student Recital #10, Russ Hall, May 7
45. College High School Spring Concert - Chorus and Orchestra, Gymnasium, May 7
46. Student Recital #11, Chapin Hall, May 14
47. Alumni Concert by College Choir, Orchestra, Band and Chorus, College Amphitheatre, May 16
48. College Band, Assembly, Gymnasium, May 18
49. String Quartet, Workshop, Department of Music of New Jersey Education Association, Atlantic City, May 21
50. College Choir Banquet, Farewell to Dr. Carl F. Mueller, Russ Hall, May 22
51. Graduation Recital, Armen Boyajian, pianist, Russ Hall, May 23
52. Student Recital #12 (secondary), Russ Hall, May 24
53. Opera Workshop - In a Garden, Kupfermann, Assembly, Amphitheatre, May 25
54. Alumni Choral Festival, College Gymnasium, May 27.
55. Student Recital #13, Chapin Hall, May 28
56. College Band, Assembly, Amphitheatre, June 2
57. Student Recital #14, Russ Hall, June 14
58. Student Recital #15, Russ Hall, June 4
59. Graduation Recital, William Gee, piano, Russ Hall, June 5
60. College High School Chorus, College High School Baccalaureate, Auditorium, June 6
61. College Choir, College Baccalaureate, Amphitheatre, June 6
62. College High School Chorus and Orchestra, College High School Commencement, Amphitheatre, June 8
63. Musical Program (Junior Music Majors), President Partridge's Reception to Seniors, Russ Hall, June 8
64. College Choir, College Orchestra, College Commencement, Amphitheatre, June 10

K. Musical Organizations of the College

1. The College Choir* Carl F. Mueller, Conductor
2. The College Orchestra* Emil Kahn, Conductor
3. The College Band* Ward Moore, Conductor
4. The College Chorus* Dorothy Morse, Conductor
5. Opera Workshop** Emil Kahn, Conductor
6. Collegium Musicum** Emil Kahn, Conductor
7. Pro Musica** Honorary Music Society Edna McEachern, faculty advisor
8. Men in Music** Ward Moore, faculty advisor

* Class A musical organization, financially maintained by S.G.A.

** Class B musical organization, approved but not financially maintained by S.G.A.

NOTE: Because of the lack of solo voices, the Opera Workshop was compelled to curtail activities during the school year 1953-1954.

[illegible]

[illegible]

[illegible]

L. Student Chapter of the Music Educators National Conference

As a means of stimulating professional interests among our music majors, we have organized a student chapter of the Music Educators' National Conference. Membership is drawn from sophomore, junior and senior music majors. Members are eligible to attend State, National and Sectional meetings of the Music Educators National Conference. Our members attended the annual meeting of the Department of Music of the New Jersey Education Association in Atlantic City, last November, and participated in the Music Workshop in Atlantic City in May. Mr. Louis Zerbe is faculty advisor to this group.

II ENROLLMENT DATA

A. Music Majors

Seniors	14	Sophomores	16
Juniors	5	Freshmen	20

B. Music Minors

Seniors	3
Juniors	3
Sophomores	6

C. General Students

1. Music 100 - Music Appreciation (required of all Freshmen)
   10 sections with enrollment of 302 students
2. Integration 475A - Fundamentals of Elementary School Music
   (Elective for general students who desire elementary certification)
   5 sections with enrollment of 139 students

D. Attrition to Armed Services

The following music majors dropeed school to enter the Armed Services:
1. Harry Crowell, Senior
2. Phillip Echo, Senior
3. Gerard Latorraco, Senior
4. Charles Magliaro, Senior
5. Donald Covert, Sophomore
6. Ronald Thatcher, Freshman

E. Applied Music Instruction

Music majors choose a primary and secondary instrument in applied music, one of which is piano. Students receive a one hour private lesson weekly in the primary instrument and a one-half hour private lesson, or equivalent class lesson, weekly, in the secondary instrument. The following table indicates concentration in applied music.

II ENROLLMENT (Continued)

E. Applied Music Instruction (Continued)

Instrument	Number of Students Primary	Secondary
Flute	2	1
Clarinet	10	2
Oboe	2	-
Bassoon	1	-
French Horn	2	1
Trumpet	5	-
Trombone	5	-
Violin	4	1
Viola		
Cello	1	-
Voice	8	7
Piano	13	40
Percussion	1	2

F. Graduation Recitals

The following senior music majors gave graduation recitals:

1. Charles Magliaro — Trumpet
2. William Kemp — Voice
3. Carol Doty — Flute
4. Paul Griffith — Flute
5. Robert Alexeev — Trombone
6. John McNamara — Trumpet
7. George Scanelli — Trumpet
8. Lila Jackson — Violin
9. Armen Boyajian — Piano
10. William Gee — Piano

III STAFF AND COURSES

A. Full-Time Teachers

1. Edna McEachern, Music History, Music Theory, Music Education, piano, administration.
2. Dorothy Morse, Choral Music, Music Appreciation, demonstration classes in the College High School, Elementary Music Education for music majors and for general students in the College.
3. Ward Moore, College Band, instruction on brass instruments in the College and College High School, Music Education courses in instrumental music.
4. Murray Present, Instructor in Piano
5. Louis Zerbe, College High School Orchestra, Instruction in Strings in the College and College High School, and Music Appreciation for general college students.

II ENROLLMENT (Continued)

E. Applied Music Instruction (Continued)

Instrument	Number of Students Primary	Secondary
Flute	2	1
Clarinet	10	2
Oboe	2	-
Bassoon	1	-
French Horn	2	1
Trumpet	2	-
Trombone	2	-
Violin	4	1
Viola		
Cello	1	-
Voice	8	7
Piano	13	40
Percussion	1	2

F. Graduation Recitals

The following senior music majors gave graduation recitals:

1. Charles Bagliaro	Trumpet
2. William Long	Voice
3. Carol Doty	Flute
4. Paul Griffith	Flute
5. Robert Alderer	Trombone
6. John McKenna	Trumpet
7. George Cornelli	Trumpet
8. Lila Jackson	Violin
9. Arman Boyajian	Piano
10. William Lee	Piano

III STAFF AND COURSES

A. Full-Time Teachers

1. John McKendrick, Music History, Music Theory, Music Education, Piano, Administration.
2. Dorothy Burns, Choral Music, Music Appreciation, demonstration classes in the College High School, Elementary Music Education for music majors and for general students in the College.
3. Ward Moore, College Band, Instruction on brass instruments in the College and College High School, Music Education courses in instrumental music.
4. Harvey Prescott, Instruction in Piano
5. Louis Lerro, College High School Orchestra, Instruction in Strings in the College and College High School, and Music Appreciation for general college students.

B. Part-Time Teachers

1. Emil Kahn (3/5 time), College Orchestra, Related courses, Opera Workshop, Collegium Musicum.
2. Dr. Carl F. Mueller (2/5 time), College Choir, Organ, A Cappella Choir and Choral Conducting.
3. Dr. Arthur Christmann (2/5 time), Instructor in Clarinet.
4. Gordon Gaines (1/2 time) Instructor in Voice
5. Dorothy Priesing (1/2 time), Instructor in Music Theory, Music History and Appreciation.
6. Achilles D'Amico, percussion*
7. Ferdinand Prior, Oboe*
8. Gerald Quinlan, Flute*
9. Marine L. Shimer, Bassoon*
10. India Zerbe, Cello*

* Applied Music, Hourly basis.

C. Courses Taught During School Year 1953-1954

Course Title	No. of Sections	Enrollment	Teacher
Music 100, Music Appreciation	10	302	Morse and Zerbe
Mus. 101, Sight Reading and Ear Training	1	26	Priesing
Mus. 102, Sight Reading and Ear Training	1	24	Priesing
Mus. 201, Harmony	1	19	McEachern
Mus. 202, Harmony	1	17	McEachern
Mus. 205, String Instruments	1	9, 7	Zerbe
Mus. 206, Woodwind Instruments	1	4,7	Moore
Mus. 207, Epochs in Musical Development I	1	15	Zerbe
Mus. 208, Epochs in Musical Development II	1	18	Zerbe
Mus. 301, Choral Technique	1	13	McEachern
Mus. 305, Orchestration	1	5	Kahn
Mus. 306, High School Orchestras & Band	1	10	Moore
Mus. 307, Form and Analysis	1	6	McEachern
Mus. 318, Voice Class for Instrumentalists	1	3	Gaines
Mus. 309, Brasswind Instruments	1	4	Moore
Mus. 320, Teaching Music in the Primary Grades	1	7	Morse
Mus. 321, Teaching Music in the Intermediate Grades	1	7	Morse
Mus. 337, The Opera	1	3	McEachern
Mus. 338, The Symphony	1	4	Kahn
Mus. 401, Teaching Music in the Secondary School	1	16	McEachern

B. Part-Time Teachers

1. Earl Kaler (1/5 time), College Orchestra, Related courses, Opera Workshop, Building Maintenance.
2. Dr. Carl F. Moeller (2/5 time), Baltimore Choir, Organ, a Capella Choir and Choral Conducting.
3. Mr. Arthur Christensen (2/5 time), Instructor in Violins.
4. Gordon Gaines (1/2 time) Instructor in Voice
5. Dorothy Thielking (1/2 time), Instructor in Music Theory, Music History and Appreciation.
6. Adelaide Tibbles, pianist-accompanist
7. Gertrude Ryder, Oboe
8. Gerald Cahlan, Flute
9. Sandra L. Palmer, Bassoon
10. Zadia Zarba, Cello

C. Applied Music, Hourly basis.

D. Courses Taught During School Year 1953-1954

Course Title	No. of Sections	Enrollment	Teacher
Music 100, Music Appreciation	10	300	Moses and Zarba
Mus. 101, Sight Reading and Ear Training	1	36	Fleming
Mus. 102, Sight Reading and Ear Training	1	36	Fleming
Mus. 201, Harmony	1	19	Hoffmann
Mus. 202, Harmony	1	17	Hoffmann
Mus. 203, Wind Instruments	1	9, 7	Earle
Mus. 204, Woodwind Instruments	1	4, 7	Moses
Mus. 301, Models in Musical Development Part I	1	15	Zarba
Mus. 302, Models in Musical Development Part II	1	12	Earle
Mus. 303, Choral Technique	1	13	Hoffmann
Mus. 305, Conducting	1	5	Kaler
Mus. 306, High School Orchestra & Band	1	10	Moses
Mus. 307, Form and Analysis	1	6	Hoffmann
Mus. 308, Music Class for Instrumentalists	1	3	Gaines
Mus. 309, Elementary Instruments	1	6	Moses
Mus. 320, Teaching Music in the Primary Grades	1	7	Moses
Mus. 321, Teaching Music in the Intermediate Grades	1	7	Moses
Mus. 322, The Opera	1	3	Hoffmann
Mus. 324, The Symphony	1	4	Kaler
Mus. 325, Teaching Music in the Secondary School	1	16	Moses

Course Title	No. of Sections	Enrollment	Teacher
Mus. 405, Orchestra Conducting & Score Reading	1	10	Kahn
Mus. 406, Epochs in Musical Development III	1	13	Priesing
Mus. 429, A Cappella Choir & Choral Conducting	1	2	Mueller
Mus. 499, Workshop in High School Music	1	9	McEachern
Integ.475A Fundamentals of Elementary School Music	5	139	Morse
Extension Courses			
Int. 475A Fundamentals of Elementary School Music	1	9	Morse
Mus. E 499B Workshop in School Music, Shrewsbury, N. J.	1	27	McEachern

IV RECOMMENDATIONS

I wish to make the following recommendations pertaining to the Music Department.

A. Music Observation in The Elementary School

With the extension of our music teacher-training program to include Kindergarten through Grade 12, adequate facilities for music observation in the Elementary School become imperative. At present our Methods courses in Elementary School Music (Mus. 320 and Mus. 321) are taught without benefit of parallel observations in the Elementary School. I recommend that we endeavor to work out some plan with the Montclair system whereby we can use Bradford School or North East School, both in the vicinity of the College, for music observation. This need is urgent. We cannot turn out good teachers of elementary music without adequate observation facilities.

B. Graduate Curriculum with M.A. in Music Education

We are receiving an increasing number of calls from our alumni, as well as from graduates of other colleges, for an M.A. degree in Music Education at Montclair. The high tuition at Teachers College, Columbia, & N.Y. University, together with the time involved and cost of commuting, makes graduate work at these institutions prohibitive for many students. All this points up the need for a graduate program in Music Education in New Jersey.

C. Reduction of Load for Low Scholarship Students Who Must Work Outside the College

Many of our students find it necessary to work outside the College in order to remain in school. Some of our students are unable to maintain

Course Title	No. of Sections	Enrollment	Teacher
Mus. 405, Orchestra Conducting & Score Reading	1	10	Kahn
Mus. 406, Opera in Rehearsal Development III	1	13	Pratesing
Mus. 429, A Cappella Choir & Choral Conducting	1	2	Mueller
Mus. 497, Workshop in High School Music	1	9	McEachern
Intsy.417A Fundamentals of Elementary School Music	5	139	Morse
Extension Courses			
Ext. 417A Fundamentals of Elementary School Music	1	9	Morse
Mus. E 499B Workshop in School Music, Shrewsbury, N. J.	1	27	McEachern

IV RECOMMENDATIONS

I wish to make the following recommendations pertaining to the Music Department.

A. Music Observation in The Elementary School

With the extension of our music teacher-training program to include kindergarten through Grade 12, adequate facilities for music observation in the Elementary School become imperative. At present our laboratory courses in Elementary School Music (Mus. 320 and Mus. 321) are taught without benefit of parallel observations in the Elementary School. I recommend that we endeavor to work out some plan with the Metropolitan Opera whereby we can use Bradford School or Worth East School, both in the vicinity of the College, for music observation. This need is urgent. We cannot turn out good teachers of elementary music without adequate observation facilities.

B. Graduate Correlation with M.A. in Music Education

We are receiving an increasing number of calls from our alumni, as well as from graduates of other colleges, for an M.A. degree in Music Education at Montclair. The High Schools of Teachers College, Columbia, N.Y.U. Universities, together with the time involved and cost of commuting, make graduate work at these institutions prohibitive for many students. All this points to the need for a graduate program in Music Education in our College.

C. Reduction of Load for Low Scholarship Students The Work Done in the College

Many of our students find it necessary to work outside the College in order to remain in school. Some of our students are married, in addition

a satisfactory scholastic record and work at the same time. I recommend that these students take a reduced load, possibly only 12 or 14 hours a semester instead of the usual 16.

D. Professionalization of the Content of Certain Required Cultural Background Courses to Meet the Needs of Music Majors

1. Substitution of one semester of Eurythmics and one semester of Folk Dancing for the second year of physical education, Dorothy Morse, consultant.

2. Emphasis in Science 100 A - "Survey of Physical Sciences" on:

   a. Physics of sound as applied to musical instruments; acoustics for rehearsal rooms; etc., Ward Moore, consultant.

   b. Electronics as applied to sound equipment and recording techniques; etc., Ted Sheft, consultant.

E. Alumni Visitation

A systematic "follow-up" of our music graduates during their first year of teaching; this work to be assigned to various staff members as determined by the needs of our alumni and to be credited on the same basis as the Supervision of Student Teaching.

Respectfully submitted,

Edna McEachern

Head of the Department of Music

February 23, 1955

a satisfactory scholastic record and work in the same vein. I recommend that these students take a reduced load, possibly only 12 or 14 hours a semester instead of the usual 16.

D. Professionalization of the Curricula of Certain Semi-and Quasi-Professional Courses to Fit the Needs of Today's Society

1. Substitution of one semester of Electronics and one semester of Folk Dancing for the second year of physical education, involving three, consistent.

2. Replacing in Science 100 A - "Survey of Physical Sciences" six

a. Physics of sound as applied to musical instruments, acoustics for recreational rooms, etc., Ward Beers, consultant.

b. Electronics as applied to sound equipment and recording mechanisms, etc., Ted Stark, consultant.

E. Alumni Visitation

A systematic "follow-up" of our music graduates during each first year of teaching this work to be assigned to various staff members as determined by the needs of our alumni and to be conducted on the same basis as the Department of Student Teaching.

Respectfully submitted,

Robert Cochran

Head of the Department of Music

February 23, 1955

New Jersey State Teachers College at Montclair

Department of Health & Physical Education

Report to the President
Academic Year
1953 - 1954

Numerous conferences were held with staff members during the year to iron out difficulties and problems concerning:

1. Required course content in service classes.

2. Content in theory courses in health.

3. Graduation credit for Physical Education service courses instead of requirement.

4. Outline presented and discussed for possible Physical Education major.

5. Discussed overlapping of courses content already in curricula with suggestions being made to correct the overlapping.

6. Several meetings held due to current intercollegiate sport problems.

7. All assistant coaches and scholarship workers should be made directly responsible to the director of athletics and the head coach of the sport or activity he is assigned to. It is important that his specific responsibilities and duties be submitted to him in writing.

MSTC 1953
F O O T B A L L

To: Director of Athletics
From: George A. Brown, Head Coach
Subject: Report of 1953 Football Season

The 1953 football season opened on September 11 with forty men reporting to Coach Brown. All members of the squad were requested to secure school insurance and have medical and physical examinations before receiving their uniforms.

The schedule consisted of six games, four at home and two away, and a practice game at Wagner College on September 26, with Montclair winning four and losing two, scoring 172 points to opponents 104, and playing to over 5000 spectators. Homecoming game was played with Montgomery on October 23.

Ohio Junior State Teachers College at Portsmouth

Department of Health & Physical Education

Report to the President
Academic Year
1932 - 1933

Numerous conferences were held with staff members during the year to iron out difficulties and problems concerning:

1. Required course members in various classes.

2. Courses in theory offered in health.

3. Graduation credit for Physical Education service course instead of requirement.

4. Outline prepared and discussed for practice Physical Education majors.

5. Increased overlapping of courses demand already in conflicts with assignments being made to correct the overlapping.

6. Natural teaching load due to current intervocational school problems.

7. All assistant coaches and additional workers should be made directly responsible to the director of athletics and the head coach of the school in addition to the assigned job. It is important that the specific responsibilities and duties be submitted to him in writing.

MAY 1933
REPORT

To: Director of Athletics
From: George A. Brown, Head Coach
Subject: Report of 1932 Football Season

The 1932 football season opened on September 11 with forty men reporting to coach Brown. All members of the squad were requested to secure school insurance and have medical and physical examinations before receiving their uniforms.

The schedule consisted of six games, four at home and two away, and a practice game at Morehead College on September 25, with Marshall closing four and losing two, scoring 172 points to opponents 124, and playing to some 7500 spectators. Homecoming game was played with Indiana on October 15.

*Oct. 3	(18)	National Aggies	(12)
Oct. 10	(25)	Cheyney State	(0)
Oct. 17	(13)	New Britain	(32)
*Oct. 23	(20)	Montgomery	(25)
Oct. 31	(32)	Wilson	(7)
Nov. 7	(34)	Trenton	(14)

Some of the highlights of the season were: the 34 to 14 defeat (for the first time in 5 years) of Trenton State Teachers College. The fact that the season closed with 34 members of the original squad intact. Only one dropped out directly due to injury resulting from football. I therefore feel very fortunate in spite of the fact that we had a very short pre-training and conditioning period that injuries were kept to a minimum. Twenty-one letters were awarded to players who qualified at the end of the season.

Respectfully submitted,
George A. Brown (signed)

MSTC 1953-54

BASKETBALL

To: Director of Athletics
From: George A. Brown, Head Coach
Subject: Report of 1953-54 Basketball Season

Basketball season opened the middle of November with over 30 men reporting to Coach Brown. After two weeks the squad was divided and fifteen men were sent to the J. V. squad. Pre-season scrimmage games were played with Seton Hall University and Upsala College. The season officially opened December 2.

The schedule consisted of 23 games, 12 at home and 11 away, with Montclair winning 19 and losing 4. Montclair scored 2217 points to opponents 1829 and played to over 10,000 spectators.

Dec. 2	(62)	AT St. Joseph's	(91)
Dec. 9	(71)	AT Rutgers	(100)
Dec. 11	(119)	Wilson	(94)
Dec. 14	(105)	AT Paterson	(80)
Dec. 16	(85)	AT Trenton	(77)
Jan. 4	(89)	ALUMNI	(61)
*Jan. 6	(81)	AT Bloomfield	(72)
Jan. 8	(95)	AT Jersey City	(61)
Jan. 12	(97)	Paterson	(67)
*Jan. 15	(106)	Panzer	(108)
Jan. 19	(105)	Newark State	(72)
*Jan. 22	(71)	AT Rider	(74)
*Jan. 26	(94)	AT Panzer	(82)
Jan. 29	(93)	Queens	(61)
Feb. 3	(101)	C.C.N.Y.	(90)
Feb. 5	(102)	Trenton	(69)
*Feb. 9	(120)	Bloomfield	(102)
Feb. 10	(102)	AT Stroudsburg	(87)

*Oct. 3	(14)	National Aggies	(14)
Oct. 10	(25)	Cheyney State	(0)
Oct. 17	(13)	New Britain	(32)
*Oct. 23	(20)	Montgomery	(25)
Oct. 31	(32)	Wilson	(7)
Nov. 7	(34)	Trenton	(14)

Some of the highlights of the season were: the 34 to 14 defeat (for the first time in 5 years) of Trenton State Teachers College. The fact that the season closed with 34 members of the original squad intact. Only one dropped out directly due to injury resulting from football. I therefore feel very fortunate in spite of the fact that we had a very short pre-training and conditioning period that injuries were kept to a minimum. Twenty-one letters were awarded to players who qualified at the end of the season.

Respectfully submitted,
George A. Brown (signed)

WRTC 1953-54
BASKETBALL

To: Director of Athletics
From: George A. Brown, Head Coach
Subject: Report of 1953-54 Basketball Season

Basketball season opened the middle of November with over 30 men reporting to Coach Brown. After two weeks the squad was divided and fifteen men were sent to the J. V. squad. Pre-season scrimmage games were played with Seton Hall University and Upsala College. The season officially opened December 2.

The schedule consisted of 23 games, 12 at home and 11 away, with Montclair winning 19 and losing 4. Montclair scored 2417 points to opponents 1829 and played to over 10,000 spectators.

Dec. 2	(62)	At St. Joseph's	(91)
Dec. 9	(71)	At Rutgers	(100)
Dec. 11	(119)	Kilsor	(94)
Dec. 14	(105)	At Paterson	(80)
Dec. 16	(85)	At Trenton	(77)
Jan. 4	(89)	ALUMNI	(61)
*Jan. 6	(91)	At Bloomfield	(72)
Jan. 8	(95)	At Jersey City	(82)
Jan. 12	(97)	Paterson	(67)
*Jan. 15	(108)	Panzer	(108)
Jan. 19	(105)	Newark State	(72)
*Jan. 22	(71)	At Rider	(74)
*Jan. 26	(94)	At Panzer	(82)
Jan. 29	(93)	Queens	(61)
Feb. 3	(101)	C.C.N.Y.	(90)
Feb. 5	(102)	Trenton	(69)
*Feb. 9	(120)	Bloomfield	(102)
Feb. 10	(109)	At Stroudsburg	(87)

*Feb. 13	(98)	AT N. C. E.	(83)
*Feb. 19	(108)	N. C. E.	(83)
Feb. 25	(94)	AT Queens	(73)
Feb. 26	(104)	Jersey City	(51)
*Mar. 1	(115)	Rider	(88)

*Conference Games

The highlights of the season were setting of a new national scoring record (NCAA) of 96.7 points per game, winning of the CCNY Game, scoring over 100 points per game for eleven games and establishing new records in individual scoring, team scoring, rebounding, etc., both for Montclair's teams and NJAC, as follows:

1. Number of points scored in a single game by one individual--Kwiatkowski--43.

2. Number of points scored by one individual for season--Perry--523.

3. Number of rebounds made by one individual for season--Baldachino--330.

4. Buschke's scoring 438 points for the season, making his total for four years over 1400 points, to be the 4th player in the history of the school to score over 1,000 points.

Eight letters were awarded to players who qualified at the end of the season.

MSTC 1953-54

TRACK

The track squad under the able direction of Richard Willing completed another successful track season with a record of 5 wins and 3 defeats.

Highlights of the season were the 87-53 defeat of Upsala and the 73-48 triumph over Trenton State Teachers College. The track team again won the N.J.I.A.C.

*Feb. 13	(98)	AT S. U. St.		(63)
*Feb. 19	(100)	N. U. C.		(55)
Feb. 25	(84)	AT Omaha		(73)
Feb. 25	(126)	Jersey City		(21)
*Mar. 1	(115)	Miami		(45)

*Conference Games

The highlights of the season were winning of a few national scoring record (NCAA) of 94.7 points per game, winning of the GWIC Cup, scoring over 100 points per game for eleven games and establishing few records in individual scoring, team scoring, rebounding, etc., both for individuals teams and also, as follows:

1. Number of points scored in a single game by one individual--Guillermo--42.

2. Number of points scored by one individual for season--Perry--523.

3. Number of rebounds made by one individual for season--Salvadico--330.

4. Goodson's scoring 428 points for the season, making his total for four years over 1100 points, to be the 4th player in the history of the school to score over 1,000 points.

Eight letters were awarded to players who qualified at the end of the season.

MEN 1973-74
TRACK

The track squad under the able direction of Coach Killing completed another successful track season with a record of 3 wins and 3 defeats.

Highlights of the season were the 27-43 victory of Omaha and the 77-49 triumph over Jersey City State College. The track team again won the N.J.I.A.C.

MSTC

J. V. BASKETBALL

1953-54

Coach: W. P. Dioguardi
Won--11
Lost-11

Co-Captain: Dick Goldby
Don Schofield
Manager: George Bate

The material for the Junior Varsity Basketball Team was the weakest that I have experienced in the last six seasons. We had good team spirit despite the fact that practice time was late in the afternoon and uniforms not too presentable. Fifteen boys began and finished the season with the team. We played two games other than those preceding the scheduled varsity games. They were both with Carteret Academy.

The J. V. officiating was much better than in previous years. This is wholly due to the fact that we now hire only Approved Basketball Officials.

Respectfully submitted,

W. P. Dioguardi (signed)

MEMO

L. V. BASKETBALL

1933-34

Coach: W. V. Stagward Co-Captain: Dick Oakley
Ass--11 Don Schofield
Lab-21 Manager: George Cole

The material for the Junior Varsity Basketball Team was the weakest that I have encountered in the last six seasons. We had good team spirit despite the fact that practice was late in the afternoon and uniforms not yet prepared. Fifteen boys began and finished the season with the team. We played two games other than those preceding the substituted varsity games. They were both with Carlisle Junior.

The J. V. officiating was much better than in previous years. This is mostly due to the fact that we now have only approved Basketball Officials.

Respectfully submitted,

W. V. Stagward (signed)

MSTC

1954 - BASEBALL RESULTS

Coach: W. P. Dioguardi

Manager: George Bate
Captain: Ronald Rubin

Won - 15
Lost- 8

Won	MSTC	7	5	Norfolk Naval Station
Lost	"	6	7	East Carolina College
Won	"	3	1	East Carolina College
Won	"	7	4	Norfolk Naval Station
Lost	"	0	1	Seton Hall University
Lost	"	1	2	Rider College
Won	"	5	1	Fairleigh Dickinson
Won	"	7	4	Newark State Teachers College
Lost	"	6	7	Bloomfield College
Lost	"	1	3	Iona College
Won	"	11	1	Bloomfield College
Won	"	3	2	Panzer College
Won	"	4	1	Queens College
Lost	"	0	10	Rider College
Won	"	9	0	St. Peter's College
Won	"	4	0	Newark College of Engineering
Won	"	9	3	Newark College of Engineering
Won	"	11	0	U. S. Navy Bayonne
Won	"	3	1	Panzer College
Lost	"	3	10	Upsala College
Won	"	6	1	ALUMNI
Lost	"	6	7	Newark State Teachers College
Won	"	6	3	Trenton State Teachers College

REMARKS:

The highlight of the season was our annual Spring trip South. The boys enjoy their visit to other Colleges and they also gain a first-hand experience of life in the South. Many faculty members have commented on the contributions the players have made to the class by reporting on the experiences of their trip.

We gained second place in the NJIAC. In six seasons we have won the Championship four times and placed second twice.

Some consideration must be given to the repair or replacement of the present backstop.

Respectfully submitted,

W. P. Dioguardi (signed)

[illegible]

IOWA - [illegible] RESULTS

Coach: W. F. Gilmartin

Manager: George [illegible]

Secretary: [illegible]

Won - 23
Lost- 3

Won	Score	7	0	Central Normal Schools
Lost	"	0	7	Beloit Carroll College
Won	"	3	2	Beloit Carroll College
Won	"	7	0	Central Normal Schools
Lost	"	0	1	Notre Dame University
Lost	"	1	0	Butler College
Won	"	3	1	Knights Bloomers
Won	"	7	0	Omaha Nurse Training College
Lost	"	0	7	Illinois College
Lost	"	1	3	Iowa College
Won	"	11	1	Grinnell College
Won	"	3	2	Tabor College
Won	"	4	1	Grinnell College
Lost	"	0	10	Drake College
Won	"	9	0	St. Ansel's College
Won	"	4	0	Beloit College of Engineering
Won	"	9	3	Beloit College of Engineering
Won	"	11	0	U. S. Navy Reserve
Won	"	7	1	Tabor College
Lost	"	3	19	Omaha College
Won	"	5	1	[illegible]
Lost	"	0	7	Beloit State Teachers College
Won	"	6	3	Trenton State Teachers College

REMARKS.

The highlight of the season was our annual Spring trip South. The boys enjoy their visit to other Colleges and they also gain a first-hand experience of life in the South. Many faculty members have commented on the contributions the players have made to the school by reporting on the experiences of their trip.

We gained seven games in the SPRING. In six games we have won the championship for three and placed second twice.

Some consideration must be given to the repair or replacement of the present facilities.

Respectfully submitted,

W. F. Gilmartin (signed)

MSTC 1954

TENNIS

The season opened in April with three lettermen reporting from last year's squad. Actual playing did not get underway till the last week of April, due to inclement weather. Some difficulty was experienced without the use of our own courts for home matches. However, Montclair and Essex County recreation departments' cooperation made it possible for us to play all home matches on their courts.

The schedule consisted of eleven games, six at home and five away, with Montclair winning five and losing five. The schedule was as follows:

Apr. 17	Newark College of Engineering	Home
Apr. 26	Rider College	Away
Apr. 30	Seton Hall University	Away
May 4	Panzer College	Home
May 7	Fairleigh Dickinson	Home
May 11	Panzer College	Away
May 14	Seton Hall University	Home
May 18	St. Peter's	Home
May 21-22	Rider College (Invitational)	Away
May 26	Trenton State Teachers College	Home
May 28	Trenton State Teachers College	Away

Highlights of the season were winning of the Fairleigh Dickinson Match, and Ziggy Kwiatkowski, (3rd man on team) going undefeated through the season. Letters were awarded to five players.

SCHEDULE

The season opened in April with three lectures [illegible] from last year's squad. Actual playing did not get underway until the last week of April, due to inclement weather. Some difficulty was experienced without the use of our own courts for home matches. However, Montclair and Essex County recreation departments' cooperation made it possible for us to play all home matches on their courts.

The schedule consisted of eleven games, six at home and five away, with Montclair winning five and losing five. The schedule was as follows:

Apr. 17	Newark College of Engineering	Home
Apr. 25	Upsala College	Away
Apr. 30	Seton Hall University	Away
May 1	Fairleigh Dickinson	Home
May 7	Montclair State Teachers	Home
May 11	Fairleigh Dickinson	Away
May 14	Seton Hall University	Home
May 18	St. Peter's	Home
May 21-22	Upsala College (Invitational)	Away
May 24	Trenton State Teachers College	Home
May 28	Trenton State Teachers College	Away

Highlights of the season were wins over the Fairleigh Dickinson team, and Upsala Invitational. (We won on home going undefeated during the season. Letters were awarded to five players.

MSTC 1954

VARSITY GOLF

Even before the coming of the warm days of Spring, the Montclair potential varsity golfers could be seen practicing at the local driving range under the guidance of their professional coach, Jerry De Rosa.

Rain hindered the teams practicing on the links, so the coach and team used the shelter of the driving range for improving their swings.

Montclair's golfers rounded out a fair season with a solid victory over Rutgers University by a 6 to 3 score. Freshmen Pat Taddeo led his teammates to this victory by winning 3 of the teams total 6 points. The real highlight of the season was Sophomore Graham Elliott's terrific clout of over 300 yards to reach the seventh green at Wayne Country Club in a match against Fairleigh Dickinson.

The following was this year's schedule:

Apr. 2	Faculty-Student	W.O.
Apr. 5	Rutgers Newark	B.B.
Apr. 12	Fairleigh Dickinson	U.M.
Apr. 19	Fairleigh Dickinson	P.C.
Apr. 26	Rutgers Newark	B.B.
Apr. 29	Seton Hall	C.C.C.
May 3	Wagner College	P.C.
May 13	Metropolitan Intercollegiate	R.S.
May 17	St. Peter's College	B.B.
May 20	Seton Hall University	E.C.W.

BASKETBALL

When looking ahead to the coming year of sports, the invaluable possession, winning athletic world is most probably a/ the local district which under the guidance of their professional coach, Harry de Haan.

This division of the house specializing on the Lions, so has been said this year for whether or the driving power for supporting their values.

Thoughtful policies provided our a fair season with a solid system from Langara University by a 5 to 3 score. Thereafter the Tigers had the lineup to take charge by winning 3 of the final total 6 games. The best finishing of the season was defeating Queen Elizabeth, narrowly down of over 20 points to reach the seventh game of Upper Division Club in a hard fought finishing Tuesday.

The following was the year's schedule:

Nov.	2	Jack-in-Island	H.C.
Nov.	9	Bulgers Beach	H.C.
Nov.	23	Fairfield Band Room	H.C.
Nov.	30	Kitsilano Elementary	H.C.
Dec.	14	Tulgers Beach	H.C.
Dec.	21	Lower Hall	H.C.
Jan.	11	Upper College	H.C.
Feb.	15	Kerrysdale Intermediate	H.C.
Mar.	17	St. Peter's College	H.C.
Mar.	22	Seven Hall University	H.C.

MSTC 1954

BASKETBALL INTRAMURALS

A major sport interest at MSTC is that one played every Wednesday night in the college gymnasium beginning at 6:30 and ending at 9:30 P.M. All boys enthusiastically supported this program showing commendable sportsmanship throughtout the keenly contested schedule.

Landis MacIntosh and Carl Alongi did a superior job of keeping scores and records up to date while Mr. De Rosa handled the overall supervision. Officials were appointed from Mr. Brown's Coaching & Officiating class. To a man all displayed future promise of becoming superior court officials.

The following were the team leaders for the season:

1st Place	Arrows
2nd Place	Bullets
3rd Place	Eagles
4th Place	Dragons
5th Place	Comets
6th Place	Falcons

High Scorers for the season were:

1st	Graham Elliott	150 Points
2nd	Joseph Nuziale	145 Points
3rd	Herbert Babb	100 Points
4th	Bob Babb	90 Points
5th	John Jennings	80 Points

SOFTBALL INTRAMURAL LEAGUE

To: Director of Physical Education
From: George A. Brown
Submitted by: Men's Spring Softball Intramural League

With over 65 men taking part in the Intramurals softball league, five teams were organized by student leader Frank Baldachino and games were played two nights a week (Tuesday & Thursday), at 6:45 P.M. The league opened in the middle of April and the final game was played last week of May with the Grapes winning the Championship.

March 1951

SAMBERGALL INTRAMURALS

A major sport interest at SMU is each one played every Wednesday night in the college gymnasium beginning at 6:30 and ending at 9:30 P.M. All have enthusiastically supported this program showing considerable sportsmanship throughout the hearty contested schedule.

Lamin Pentelton and Carl Alsagi did a superior job of keeping scores and records up to date while it. Dr Cone handled the overall supervision. Officials were supplied from Mr. Irvin's Coaching & Officiating class. To a man all displayed future promise of becoming superior court officials.

The following were the team leaders for the season:

1st Place	Aryans
2nd Place	Bullets
3rd Place	Bombs
4th Place	Dracons
5th Place	Cobras
6th Place	Falcons

High scorers for the season were:

1st	Osman Elliott	150 Points
2nd	Joseph Natale	145 Points
3rd	Barbara Webb	100 Points
4th	Bob Webb	90 Points
5th	John Jennings	80 Points

SORTHALL INTERNATIONAL LEAGUE

To: Director of Physical Education
From: George A. Green
Submitted by: Men's Sports Softball International League

With over 60 men taking part in the International softball league, five teams were organized by student leader Frank Baldacchino and games were played two nights a week (Tuesday & Thursday), at 6:45 P.M. The league opened in the middle of April and the final game was played last week of May with the Cougars winning the championship.

ANNUAL REPORT

COLLEGE HIGH SCHOOL

BOYS HEALTH AND PHYSICAL EDUCATION

1953 - 54

HEALTH

One hour of weekly instruction was provided for all seventh grade boys. A combination text and manual entitled, "Health and Physiology" proved to be very satisfactory. The aim of the course was to help the boys to gain a better understanding of the human body and its functions so as they may live a healthier and happy life.

PHYSICAL EDUCATION

Required Program

All boys from grade seven through grade twelve participated in the scheduled gym classes. Fundamentals of various games and activities were taught.

Fall - Speedball-Soccer-Touch football
Winter - Volleyball-Gymnastics-Basketball-Relays and Games
Spring - Track-Softball-Dancing

Intramurals

A school-wide Volleyball tournament operated between the Basketball and Baseball seasons. The tenth grade "gold" team won the school title.

A special program for the seventh and eighth grade boys was organized. This group under the supervision of William A. Newmen, a college student, would meet each day during the noon recess and twice weekly after school. Various skills and fundamentals of Football, Basketball and Baseball were taught and several games with other schools were arranged. Parent co-operation was excellent and essential for the successful operation of this program.

Varsity

Our varsity program included Six-man Football, Basketball, and Baseball. In addition to these activities we had limited participation in Golf, Tennis, and Track tournaments which were sponsored by the North Jersey Ivy League of which College High is a member.

ANNUAL REPORT

COLLEGE HIGH SCHOOL

DEPT HEALTH AND PHYSICAL EDUCATION

1953 - 54

HEALTH

One hour of weekly instruction was provided for all seventh grade boys. A combination text and manual entitled, "Health and Hygiene" proved to be very satisfactory. The aim of the course was to help the boys to gain a better understanding of the human body and its functions so as they may live a healthier and happier life.

PHYSICAL EDUCATION

Required Program

All boys from grade seven through grade twelve participated in the scheduled gym classes. Fundamentals of various games and activities were taught.

Fall - Speedball-Soccer-Touch Football
Winter - Volleyball-Gymnastics-Basketball-Relays and Games
Spring - Track-Softball-Tennis

Intramurals

A school-wide Volleyball tournament operated between the Basketball and Baseball seasons. The tenth grade "gold" team won the school title.

A special program for the seventh and eighth grade boys was organized. This group under the supervision of William A. Turner, a college student, would meet each day during the noon recess and twice weekly after school. Various skills and fundamentals of Football, Basketball and Baseball were taught and several games with other schools were arranged. Parent co-operation was excellent and essential for the successful operation of this program.

Varsity

Our varsity program included Six-man Football, Basketball, and Baseball. In addition to these activities we had limited participation in Golf, Tennis, and track tournaments which were sponsored by the North Jersey Ivy League of which College High is a member.

The Football team finished second in the Metropolitan Six-man Football League. The Basketball and Baseball teams competed as a member of the North Jersey Ivy League for smaller private schools. College High is a Charter member of both leagues. Competition in both leagues is highly desirable for College High School teams.

Ed Weber coached the Football team and Basketball team until his induction into the U.S. Army on January 21, 1954. Hugh McCullough completed the Basketball season and served as the Baseball Coach.

Team Records

Football	3 - 1
Basketball	11 - 6
Baseball	4 - 5

Remarks:

It appears that we have our scheduling problems under control and that we should follow the present pattern. Probably one or two more football games could be scheduled if opponents can be located.

Playing and practice areas will be difficult to obtain in the coming year due to the construction on the upper field. Arrangements have been made to play Football games on the College field and Baseball games on the College field and at Mountainside Park.

Administration, Faculty, and Parent cooperation was greatly appreciated.

W. P. Dioguardi (signed)

D E P A R T M E N T A L R E C O M M E N D A T I O N S

General Recommendations:

1. All entering Freshmen must be made to realize that any medical expenses beyond that covered in the insurance policy they select is a matter for which they must assume responsibility.

2. That two hours a week of Physical Education activities for 4 semesters with one (1) semester hours of credit for each semester's work, total four (4) semester credits.

3. A full-time maintainance man be hired to maintain the care for Sprague Field.

4. That the Healthful Living Classes be made co-educational.

The football team finished second in the Metropolitan Six-man Football League. The basketball and baseball teams competed as a member of the North Jersey Ivy League for smaller private schools. College High is a charter member of both leagues. Competition in both leagues is highly desirable for College High School teams.

Mr Weber coached the football team and basketball team until his induction into the U.S. Army on January 21, 1974. Mrs McCullough completed the basketball season and served as the Baseball Coach.

Team Records

Football	3 - 1
Basketball	11 - 6
Baseball	4 - 5

Remarks:

It appears that we have our recruiting problems under control and that we should follow the present pattern. Probably one or two more football games could be scheduled if opportunity can be located.

Playing and practice areas will be difficult to obtain in the coming year due to the construction on the upper field. Arrangements have been made to play Football games on the College field and Baseball games on the College field and at Hunterdonville Park.

Administration, faculty, and student cooperation was greatly appreciated.

W. F. Dawson (signed)

D E P A R T M E N T A L R E C O M M E N D A T I O N S

General Recommendations:

1. All entering freshmen must be made to realize that any medical expenses beyond that covered in the insurance policy they select is a matter for which they must assume responsibility.

2. That two hours a week of Physical Education activities for 4 semesters with one (1) semester hours of credit for each semester's work, total four (4) semester credits.

3. A full-time maintenance man be hired to maintain the care for Sprague Field.

4. That the Health and Living Classes be made co-educational.

Specific Recommendations

Football

1. The ticket collector at all home football games should be paid faculty with assistance from scholarship students.

2. All night games should plan that gates are properly lighted.

3. MAC states that no Junior Colleges should be scheduled in any intercollegiate sports. This ruling should be enforced in future scheduling.

4. The matter of installing a football scoreboard should be considered before the opening of next season.

5. Booster club again be permitted to handle the football programs and the concessions.

6. Extend invitation to local junior boy groups to attend one home game if accompanied by a parent.

Basketball

1. That the college maintenance department be held responsible for the setting up and removing of bleachers in the gym during basketball season and if necessary be reimbursed additionally for this service.

2. As in football, it is recommended that a paid member of the faculty be in charge at the gate, assisted by scholarship students.

3. Visiting teams requests for tickets be kept to absolute minimum due to limited seating facilities.

4. All J.V. games start at 7 P.M. with 16 minute halfs and with 10 minute intermission so that Varsity game can start as scheduled at 8:30.

5. The automatic timer have a new face installed for 20 minute halfs, since the new rule calls for 20 minute halfs.

Respectfully submitted,

Henry E. Schmidt

Henry E. Schmidt, Director
Department of Health, Physical
Education and Recreation

Specific Recommendations

Football

1. The ticket collector at all home football games should be paid locally with assistance from scholarship students.

2. All light games should plan that gates are properly lighted.

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5. Booster club again is permitted to handle the football programs and the concessions.

6. Extend invitation to local junior boy groups to attend one home game if accompanied by a parent.

Basketball

1. That the college maintenance department be held responsible for the setting up and removing of bleachers in the gym during basketball games and if necessary be reinforced additionally for this service.

2. As in football, it is recommended that a paid member of the faculty be in charge at the gate, assisted by responsible students.

3. Visiting teams requests for visitors be kept in absolute minimum due to limited seating facilities.

4. All J.V. games start at 7 P.M. with 10 minute halfs and with 10 minute intermission so that Varsity game can start as scheduled at 8:30.

5. The automatic timer have a new face installed for 30 minute halfs, since the new rule calls for 20 minute halfs.

Respectfully submitted,

Henry A. Roleth, Director
Department of Health, Physical
Education and Recreation

[illegible] Physical Education and Intramural Department
[illegible] State Teachers College
Upper Montclair, New Jersey

Offerings in General Education

Youth in American society has been somewhat deprived of the natural opportunity for vigorous physical activity which is a biological necessity for optimum growth. The development of strength and endurance, the mastery of many body mechanics, and the acquisition of a variety of motor skills are fundamental needs. The physical education program aids in meeting these needs.

While it is not always essential for the individual to be highly skilled in order to derive some of the physical and emotional benefits of physical activity, it is only the physically educated person who can experience and appreciate the complete satisfaction, enjoyment and relaxation which result from expressing one'sself skillfully through the medium of motor activity.

Physical education activities under good leadership provide situations where democratic group processes may be experienced. Self-discipline, adherence to accepted rules, support of one's teammates, knowledge that other members are in turn giving support, and sacrifice of self for the welfare of the groupare acquired in an atmosphere charged with emotion. The well-integrated and socially adjusted youth, who will be developed in part through such experiences, is the potential group-minded citizen of a democratic society.

Objectives of Physical Education Program

1. To develop proper ideals and attitudes toward physical activity.
2. To develop physical power, organic vigor, and neuro-muscular skills.
3. To provide situations which will give opportunities to the student for experiencing joy and happiness through big muscle activity.
4. To develop qualities inherent in leadership as well as those parts of a group enterprise.
5. To develop mental and physical alertness, and a sense of social adequacy and group loyalty.

Two hours a week of physical education activities for four semesters with one (1) semester hour ofcredit for each semester's work, total four (4) semester credits.

The first year program will put more emphasis on the teaching of those fundamentals which will be utilized in the individual, duel, and team sports which will form an integral part of the program. Attempt will be made within the scope of curriculum scheduling to provide for those needing corrective and remedial work.

The second year program will place more emphasis on a student-selected program. The student will be allowed to select within a pattern those individual, duel, and team sports that have the greatest appeal for him or her. For the most part, men and women will be separated for classes. Co-educational activities would be social, folk and square dancing, tennis, golf, badminton, and archery.

Curriculum Outline

I. Individual and Duel Activities

1. Badminton	9. Fencing
22. Shuffleboard	10, Bocci-turf bowling
3. Ping Pong	11. Quoits
4. Deck Tennis	12. Horseshoes
5. Paddle Tennis	13. Deck Tennis
6. Tennis	14. Bowling
7. Golf	15. Tracks, and field
8. Archery	16. Swimming

II. Team Activities

1. Softball	4. Touch football
2. Basketball	5. Field Hockey
3. Volleyball	6. Soccer

III. Games
  1. Dances
  2. Sports
  3. Tests and Games

IV. Gymnastics
  1. Tumbling and pyramid building
  2. Apparatus

V. Physical fitness exercises and marching tasks

VI. Remedial and Corrective Activities

"Health is a state of physical fitness and of mental and social well-being not only the absence of infirmity and disease" states the preamble to the constitution of the World Health Organization, signed by sixty-four nations in New York on July 22, 1946.

"Health Education is any purposeful effort that helps people to change their ways of living, to add years to life and life to years."

First Year	Healthful Education 100 Needs	Healthful Living - 2 semester hours Objectives
1.	Knowledge - Health knowledge based on scientific finding. Individual must be made aware of his physical condition and reason for the situation.	1. Develop and understanding of facts on health and disease and develop the ability to interpret and select information that is scientifically sound.
2.	Interests and attitudes - Develop a motive for keeping fit.	2. Guide and individual towards maintaining optumum health and promote interest in health as means to enjoyment of life to the fullest extent.
3.	Health practices - Development of desirable health habits that are fundamentally sound.	3. Development of health practices into the everyday life of individuals.
4.	Health instruction - Instruction in improvement of health. Program must change with the times. Readjustment and rehabilitation of veterans. Teachers trained for health and education.	4. Provide self-direction in health, and to adjust the individual to his environment, taking into consideration individual needs and differences.
5.	Erroneous Beliefs - Changing misconceptions and superstitions with scientific facts and knowledge.	5. Develop a scientific background that will enable one to distinguish between facts and misconceptions.
6.	Emotional Strain - Knowledge of what to do and where to go when health treatment is necessary. The removal of worries due to health and other reasons.	6. Aid in development of mental and emotional poise. Provide basis for an understanding of the causes of emotional strain.
7.	Guidance.- Capable leadership and sound direction.	7. To establish attitudes and social behavior in accordance with the best standards.
8.	Health Agencies - Cooperation with outside agencies and agencies within the school.	8. To make use of all facilities in the community and acquire information about health services in the community. To integrate health with the entire school program.

1, Arthur H. Steinhous, Adventures in Health Education
George Williams College Bulletin, March 15, 1947

A. Prescription for Longer Life and Better Health
1. Health and the Science Center
2. Length of Life
3. Biological Limits of the Span of Life
4. Preventable Causes of Death
5. Health hazards of Infancy and Childhood
6. Causes of Illness and Disability
7. The Health of Our Armed Forces

B. Major Health Problems
1. Accidents
2. Acute Respiratory Defects or Infections
3. Tuberculosis, pneumonia, cancer, heart disease, measles, and appendicitis.

C. Mental Health
1. Types of Mental Disorders
2. Theory of Mental Illness
3. Psychological Mechanisms of Mental Ill-health
4. Physiological Effects of Emotions
5. The Basis of Prevention and Treatment

D. Nutrition and Growth
1. The Need for Water, Proteins, Carbohydrates, Fats and Vitamins
2. The Minerals of the Body
3. The Individual Vitamins
4. The Choice of Foods
5. Energy Requirements
6. Weight and Its Control

E. Digestive Disturbances
1. Dyspepsia
2. Functional Disorders
3. Constipation
4. Dietary Dangers

F. Stimulants and Narcotics
1. Tea, Coffee, and Cocoa
2. Tobacco, Nicotine
3. The Effects of Tobacco
4. Alchohol and its Effects
5. Narcotics
6. Narcotic Addiction

G. Exercise - Fatigue - Rest
1. The Effects of Exercise Upon the Body
2. Exercise and Length of Life
3. Physical Fitness
4. A Rational Recreation Program
5. Posture
6. Fatigue, Rest and Sleep

H. Specific Disease Prevention
1. Resistance to Disease
2. Misconceptions Concerning Immunization
3. Smallpox Vaccination
4. Diphtheria Immunization
5. Scarlet Fever Prevention
6. Vaccines
7. Infantile Paralysis
8.

I. Colds and Influenza

1. Causes of Cancer
2. The Prevention of Cancer
3. The Treatment of Cancer
4. Influenza

J. Care of the Nose, Throat, and Ears
   1. Obstruction to Breathing
   2. Hay fever
   3. The Tonsils
   4. The Conservation of Hearing
   5. Causes of Deafness

K. The Conservation of Vision
   1. The Cause and Prevention of Blindness
   2. Common Visual Defects
   3. Eye Specialists
   4. Care of the Eyes and Prevention of Eyestrain

L. Sound Teeth
   1. Dental Caries
   2. Gingivitis and Pyorrhea
   3. Care of the Mouth and Teeth

M. Care of the Skin and Hair
   1. Care of the Skin
   2. Skin Disorders
   3. Cosmetics
   4. Deodorants
   5. The Hair

N. Glands of Internal Secretaion
   1. The Thyroid
   2. The Parathyroid Glands
   3. The Pituitary Gland
   4. The Pancreas, Adrenals, and Sex Glands

O. Sex Life
   1. The Physiology of Sex
   2. Nocturnal Emissions
   3. Masturbation
   4. Homosexuality
   5. Sexual Promiscuity
   6. Venereal Disease

P. Modern Parenthood
   1. The Course of Pregnancy
   2. Prenatal Care
   3. The Hazards of Pregnancy
   4. Abortion
   5. Infant Care

Q. Choosing a Health Adviser
   1. Scientific Medicine
   2. Choosing a Physician
   3. What to Expect from a Physician
   4. Medical Quacks
   5. Self-medication

R. Health in School and on the Job
   1. School Health Program
   2. Health on the Job

[illegible]

5. Health in the Future
    1. Screening
    2. Research
    3. Needs for Health Personnel and Facilities
    4. Meeting the Costs of Medical Care

BASEBALL

March	29	Norfolk Naval Receiving	Away
March	30	East Carolina College	Away
March	31	Atlantic Christian College	Away
April	1	East Carolina College	Away
April	2	Norfolk Naval Receiving	Away
April	7	Seton Hall University	Home
April	9	*Rider College	Home
April	13	Fairleigh Dickinson	Home
April	15	Newark State	Home
April	21	*Bloomfield College	Home
April	24	Iona College	Away
April	27	Upsala College	Home
April	30	*Bloomfield (Home Team)	Home
May	3	Queens College	Away
May	4	*Panzer College	Home
May	7	*Rider (Night Game)	Away
May	8	Trenton State	Away
May	10	St. John's University	Away
May	12	St. Peter's College	Home
May	15	N.C.E. (Doubleheader)	Home
May	17	U. S. Navy Bayonne	Home
May	19	*Panzer College	Away
May	21	Newark State	Home
May	24	Alumni	Home
May	26	Trenton State	Home

Home Games—Sprague Field —Time 3.15 P.M.
*NJIA Conference Games

TRACK

April	17	C. T. C. Relays	Randles Island, N.Y.
April	21	St. Peter's	Home
April	23	Penn. Relays	Away
April	24	Penn. Relays	Away
April	28	Fort Dix	Home
May	1	West Chester State	Home
May	5	Fairleigh Dickinson	Home
May	8	East Stroudsburg	Away
May	10	NJIAC Championship Meet	Home
May	15	C. T. C. Championship Meet	Away
May	19	Upsala	Home
May	22	Ft. Monmouth	Home
May	28	Trenton State	Away

Home Meets—Sprague Field — 4:00 P.M.

GOLF

April	2	Faculty-Student	W.O.
April	5	Rutgers Newark	B.B.
April	12	Fairleigh Dickinson	U.M.
April	19	Fairleigh Dickinson	P.C.
April	26	Rutgers, Newark	B.B.
April	29	Seton Hall	C.C.C.
May	3	Wagner College	P.C.
May	13	Metropolitan Intercollegiate	R.S.
May	17	St. Peter's College	B.B.
May	20	Seton Hall University	E.C.W.

Starting Time—2:30 P.M.

TENNIS

April	17	Newark College of Engineering	Home
April	26	Rider College	Away
April	30	Seton Hall University	Away
May	4	Panzer College	Home
May	7	Fairleigh Dickinson College	Home
May	11	Panzer College	Away
May	14	Seton Hall University	Home
May	18	St. Peter's College	Home
May	21-22	Rider College (Invitational)	Away
May	26	Trenton State	Home
May	28	Trenton State	Away

Home Matches—Mountainside Park—3.30 P.M.

Montclair State Teachers
1953
Football Schedule

Home

*Oct. 3	(Homecoming)	National Aggies
Oct. 17		New Britain
*Oct. 23		Montgomery
Oct. 31		Wilson

Away

Oct. 10	Cheney
Nov. 7	Trenton

Game Time 2 P.M.

*Nite — 8 P.M.

Head Coach, George A. Brown
Assistant Coach, William Dioguardi
Head Manager, Frank Baldachino

MONTCLAIR STATE TEACHERS
1953-54 BASKETBALL SCHEDULE

Dec	2	AT St Josephs
Dec	9	AT Rutgers
Dec	11	WILSON
Dec	14	AT Paterson
Dec	16	AT Trenton
Jan	4	ALUMNI
*Jan	6	AT Bloomfield
Jan	8	AT Jersey City
Jan	12	PATERSON
*Jan	15	PANZER
Jan.	19	NEWARK STATE
*Jan	22	AT Rider
*Jan.	26	AT Panzer
Jan	29	QUEENS
Feb.	3	C C N Y
Feb	5	TRENTON
*Feb	9	BLOOMFIELD
*Feb.	13	AT Newark College E
Feb.	16	AT Stroudsburg
*Feb	19	NEWARK COLLEGE E
Feb	24	AT Queens
Feb	26	JERSEY CITY
*Mar	1	RIDER

*Conference Games

Coach, George A. Brown
Manager, Al House

New Jersey State Teachers College at Montclair

Department of Science

Report to the President
Academic Year
1953 - 1954

I. Building Program

The Science Department annual report of 1952 - 1953 discussed the history of the building program and the recommendation of the American Institute of Chemists.

The developments of the year July, 1953 - June, 1954.

A. The Building

It became apparent in July and early August that the money available for classrooms and laboratories was insufficient to permit the erection of the facilities recommended by the American Institute of Chemists as desirable to teach the courses that had been offered. The science building became a classroom building to house not only the Science, but also Mathematics, Home Economics, Industrial Arts and Fine Arts Departments. The science for Home Economics was an added load for the Science Department. So a cutting of facilities was proposed by people not connected with teaching science. This change was discussed by science staff, by the chairman of the science department, and the building committee, and finally with the committee of the American Institute of Chemists. The following table shows the paring of the space for Science of the facilities in the proposed Classroom Building:

ROOMS OR LABORATORIES	SPACE IN SQUARE FEET	
	Recommended by Am. Inst. Chems.	Agreed Upon
Photography and studio	794	834
Physics A and Stock Room	1588	1381
Physics B and Stock Room	1668	1390
General Chemistry and Stock Room	2779	2534
Analytical Chemistry - Stock, Balance	2075	1832
Botany, Bacteriology and Stock Room	2311	1552
Green House		687
Zoology and Histology and Stock Room	2525	1560
Animal Room		560
Biology, Human Biology and Stock Room	1582	1304
Aeronautics	1613	deleted (1)
Earth Science	2552	deleted (2)
Auditorium	3150	deleted
Miscellaneous Office	1752	1513
Science Storage first floor		558
Total	23,389	15,705

The Jersey State Teachers College at Montclair

Department of Science

Report to the President
Annual Year
1921 - 1922

I. Building Program

The Science Department annual report of 1921 - 1922 discussed the history of the building program and the preparation of the Science Institute of Chemistry.

The developments of the year July, 1921 - June, 1922.

A. The Building

It became apparent in July and early August that the money available for alterations and improvements was insufficient to permit the erection of the facilities recommended by the American Institute of Chemists to enable the chemistry staff had been offered. The science building became a structure building to house not only the Science, but also Mathematics, Home Economics, Industrial Arts and Fine Arts Departments. The estimate for Home Economics was an added load for the Science Department. In a meeting of Institutes was proposed by people not connected with teaching science. This change was discussed by science staff, by the committee of the science department, and the building committee, and finally with the committee of the American Institute of Chemists. The following table shows the period of the space the Science of the facilities in the proposed Classroom Building:

ROOMS OR LABORATORIES	OFFICE IN SCIENCE WING	
	Recommended by Am. Inst. Chemists	Actual Room
Photography and Studio	300	204
Physics A and Demo Room	1400	1300
Physics B and Stock Room	1400	1300
General Chemistry and Stock Room	2000	2000
Analytical Chemistry - Study Stations	2000	1400
Biology, Bacteriology and Stock Room	1200	1200
Green House		600
Zoology and Histology and Stock Room	1000	1000
Natural Room		900
Biology, Home Economics and Stock Room	1000	1000
Immunology	1000	Omitted (1)
Social Science	1000	Omitted (2)
Auditorium	1000	Omitted
Home/Classroom Office	1000	1000
Science Library Stock Room		500
TOTAL	12,100	12,000

Note 1. The aeronautics work was promised space in W.A. 3.

Note 2. Earth Science is to remain in the main building.

The paring is about 38 per cent or a decrease of one-third the facilities recommended by the American Institute of Chemists. The Science office has been eliminated. There is no office space for the additional faculty members required by the added load of home economics science.

B. Equipment for the Science Portion of the Classroom Building

The department was requested by the American Institute of Chemists to work with Mr. W. Davidson. He conferred as frequently as necessary with each science staff member on his or her needs for equipment for the proposed rooms. These conferences began in the summer of 1953 and continued during the year. The furniture on hand was studied with a view of taking it to the new building. Additional equipment was proposed for each room. A complete schedule of equipment with specifications was prepared for each room. The cost of such equipment was determined. This was approximately $114,000. Approximately $70,000 was available. So during the summer of 1954 conferences with those staff members present were held to determine: what equipment must be purchased at once; what equipment and purchases might be deferred and installed later; and what equipment could be made by the work force available in the maintenance department.

II. Science Courses in the Undergraduate College 1953 - 1954

In this section of the annual report will be found the enrollment of the college for the Fall Semester and the Spring Semester of the year 1953 - 1954.

Two courses: Science 100A - Physical Science, and Science 100B - Biological Science, are general courses for non-science majors. The students are assigned to them. Those who offer neither physics, nor chemistry, nor both take Physical Science; those with no high school Biology take the Biological Science.

Integration 478 - Science in the Elementary School was offered each semester and in the summer to meet certification requirements in the elementary school. The course involves considerable project work, handling of equipment, and use of demonstrations.

Enrollment will be found in the following pages for each science course.

Note 1. The economics work was promised space in W.A. 3.

Note 2. Earth Science is to remain in the main building.

The period is about 25 per cent or a decrease of one-third the facilities recommended by the American Institute of Chemists. The Science office has been eliminated. There is no office space for the additional faculty members required by the added load of home economics science.

I. Equipment for the Science Portion of the Classroom Building

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Enrollment will be found in the following pages for each science course.

Science Department Table I - Enrollment by Class

Freshmen	30
Sophomores	20
Juniors	17
Seniors	26
Total Majors	93
Graduated June, 1953	22

Science Department Table II - Enrollment by Courses

Survey of Physical Science 1953 - 1954

Fall Semester 1953

Number	Title	Credit	Enrollment
100-A-1	Survey of Physical Science	4	28
100-A-2	Survey of Physical Science	4	27
100-A-3	Survey of Physical Science	4	20

Spring Semester 1954

100-A-1	Survey of Physical Science	4	26
100-A-2	Survey of Physical Science	4	24

Survey of Biological Science 1953

Fall Semester 1953

100-B-1	Survey of Biological Science	4	28
100-B-2	Survey of Biological Science	4	24
100-B-3	Survey of Biological Science	4	22

Spring Semester 1954

100-B-1	Survey of Biological Science	4	26
100-B-2	Survey of Biological Science	4	26
100-B-3	Survey of Biological Science	4	26

Science Department Table I - Enrollment by Years

Freshmen	32
Sophomores	20
Juniors	17
Seniors	26
Total Majors	95
Graduated June, 1973	22

Science Department Table II - Enrollment by Courses

Survey of Physical Science 1971 - 1974

Fall Semester 1971

Number	Title	Credit	Enrollment
100-4-1	Survey of Physical Science	4	29
100-4-2	Survey of Physical Science	4	27
100-4-3	Survey of Physical Science	4	30

Spring Semester 1972

100-4-1	Survey of Physical Science	4	25
100-4-2	Survey of Physical Science	4	26

Survey of Biological Science 1973

Fall Semester 1973

100-5-1	Survey of Biological Science	4	28
100-5-2	Survey of Biological Science	4	24
100-5-3	Survey of Biological Science	4	23

Spring Semester 1974

100-5-1	Survey of Biological Science	4	26
100-5-2	Survey of Biological Science	4	28
100-5-3	Survey of Biological Science	4	26

Integration 478 - Science in Elementary Schools

Summer 1953

Int. 478	Science in Elementary Schools	2	25

Fall 1953

Int. 478	Science in Elementary Schools	2	28
Int. 478	Science in Elementary Schools	2	14

Spring 1954

Int. 478-1	Science in Elementary Schools	2	28
Int. 478-2	Science in Elementary Schools	2	25
Int. 478-3	Science in Elementary Schools	2	25
Int. 478-4	Science in Elementary Schools	2	15
	Total		160

Biology, Chemistry, Physics

Fall 1953

Bio. 101-1	Botany	4	21
Bio. 101-2	Botany	4	18
Bio. 201-0	Zoology	4	18
Bio. 201-2	Zoology	4	9
Bio. 402	Mamalian Anatomy and Histology	4	14
Chem. 101-1	General Chemistry	4	16
Chem. 101-2	General Chemistry	4	18
Chem. 202	Analytical Chemistry	4	4
Chem. 405	Organic Chemistry	4	19
Physics 101	General Physics	4	19
Physics 402-1	Advanced Electricity	4	18
Physics 402-2	Advanced Electricity	4	20
Science 401	Teaching of Science	3	39

Biology, Chemistry, Physics

Spring 1954

Bio. 102-1	Botany	4	19
Bio. 102-2	Botany	4	16
Bio. 202-1	Zoology	4	12
Bio. 202-2	Zoology	4	12
Bio. 409	Physiology	4	14
Chem. 102-1	General Chemistry	4	13
Chem. 102-2	General Chemistry	4	13
Chem. 203	Analytical Chemistry	4	5
Chem. 406	Organic Chemistry	4	20
Physics 402	General Physics	4	20
Science 404	Problems for Science Teachers	2	29

Biology, Chemistry, Physics

Summer 1954

Bio. 203	Field Biology	2	18

Department 477 - Science in Elementary Schools

Summer 1967

Sci. 478	Science in Elementary Schools	4	45

Fall 1967

Sci. 478	Science in Elementary Schools	4	45
Sci. 478	Science in Elementary Schools	2	11

Spring 1968

Sci. 478-1	Science in Elementary Schools	2	10
Sci. 478-2	Science in Elementary Schools	2	20
Sci. 478-3	Science in Elementary Schools	2	25
Sci. 478-4	Science in Elementary Schools	2	14
	Total		120

Biology, Chemistry, Physics

Fall 1967

Bio. 100-1	Biology	4	4
Bio. 100-2	Biology	4	12
Bio. 200-2	Biology	4	12
Bio. 200-4	Biology	4	5
Bio. 400	Human Anatomy and Physiology	4	12
Chem. 100-1	General Chemistry	4	12
Chem. 100-2	General Chemistry	4	12
Chem. 200	Analytical Chemistry	4	4
Chem. 400	Organic Chemistry	4	17
Physics 101	General Physics	4	17
Physics 102-1	Advanced Electricity	4	12
Physics 102-2	Advanced Electricity	4	12
Science 401	Teaching of Science	3	8

Biology, Chemistry, Physics

Spring 1968

Bio. 100-1	Biology	4	19
Bio. 100-2	Biology	4	20
Bio. 200-1	Zoology	4	12
Bio. 200-2	Zoology	4	12
Bio. 100	Ecology	4	12
Chem. 100-1	General Chemistry	4	12
Chem. 100-2	General Chemistry	4	12
Chem. 200	Analytical Chemistry	4	3
Chem. 400	Organic Chemistry	4	18
Physics 102	General Physics	4	20
Science 401	Problems for Science Teachers	2	20

Science, Chemistry, Physics

Summer 1968

Bio. 300	Plant Biology	2	16

III. Record of Science Majors Assigned to Student Teaching

Spring Semester 1954

Akillian, Gladys	West New York High School
Anderson, Alfred	Woodbridge High School
Babb, Herbert	Franklin High School
Babb, Robert	Franklin High School
Barr, Roger	Roosevelt Junior High School, East Orange
Biros, Richard	Hackensack High School
Bruckman, John	Montclair High School
Buschke, Edward	Bogota High School
Casulli, Dominick	Columbia High School, Maplewood
Dykstra, Robert	Butler High School
Ennes, Yvonne	Orange High School
Fee, Patricia	Barringer High School, Newark
Jacobs, Mildred	Hasbrouck Heights High School
Jansky, Robert	Tenafly High School
Kopack, Stanley	Nutley Junior High School
Kwaitkowski, Seeger	Dumont High School
Marshall, Albert	Atlantic City High School
Merlo, Mary	Park Ridge High School
Price, Richard	East Side High School, Paterson
Schuhmacher, Robert	Ridgewood High School
Vitolo, Anne	East Side High School, Newark
Wray, Lydia	Clifton High School
Zdankowski, John	East Rutherford High School

IV. Graduate Division

Croake, Sara Jane	Glen Ridge High School
King, William	East Side High School, Newark
Pollack, Sanford	Weequahic High School, Newark
Rossi, Salvatore	Arts High School, Newark

Graduate Courses Offered July 1, 1953 to June 15, 1954

Summer Semester 1953

Number	Title	Credit	Enrollment
Chem. S-408-B	Industrial Chemistry	2	10
Chem. S-510	Food Analysis	4	8

Fall Semester 1953

Bio. A-413	Economic Botany	2	10
Chem. A-508	Advanced Organic Chemistry	4	16

Spring Semester 1954

Bio. A-414	Conservation of Plants and Animals	2	13
Physics 409	Introduction to Radio Communicators	4	12

III. Summary of Courses Taken Listed in Student Section

Spring Semester 1964

Aitken, Gladys	West New York High School
Anderson, Alfred	Woodbridge High School
Babb, Herbert	Franklin High School
Pabo, Robert	Franklin High School
Barr, Roger	Roosevelt Junior High School, East Orange
Bitros, Richard	Secaucus High School
Brockman, John	Montclair High School
Cardona, Tomas	Bayside High School
Carroll, Donald	Columbia High School, Maplewood
Dykstra, Robert	Butler High School
Evans, Thomas	Orange High School
Fox, Patricia	Barringer High School, Newark
Jacobs, Milfred	Fairfield Township High School
Jasany, Robert	Hamilton High School
Kopacka, Stanley	Kelly Junior High School
Kwiatkowski, Sawyer	Lincoln High School
Mercadell, Albert	Islandia City High School
Merlo, Mary	Park Ridge High School
Price, Richard	East Side High School, Paterson
Rosenbaum, Robert	Ridgewood High School
Vitolo, Anne	East Side High School, Newark
West, Lydia	Clifton High School
Zaborowski, John	East Brunswick High School

IV. Graduate Directing

Brooks, Gene Jace	Glen Ridge High School
Fox, William	East Side High School, Newark
Yalisek, Richard	Bergenfield High School, Newark
Yeast, Salvatore	Arts High School, Newark

Graduate Courses Offered July 1, 1963 to June 30, 1964

Summer Semester 1963

Number	Title	Credits	Enrollment
Class. 5-420-G	Industrial Chemistry	2	10
Class. 5-370	Food Analysis	4	8

Fall Semester 1963

Edu. 4-413	Secondary Science	2	10
Class. 5-358	Advanced Organic Chemistry	4	16

Spring Semester 1964

Edu. 4-414	Conservation of Plants and Animals 2		12
Physics 4-57	Introduction to Radio Communications 4		12

Graduate Enrollment Statistics 1953-1954

Graduate students matriculated July 1, 1953	40
Matriculated between July 1, 1953 and June 15, 1954	7
Graduated June, 1953	3
Graduated August 1, 1953	5

V. Special Areas of Science Experiences

A. Utilization of Aviation Facilities

College Seniors and Graduate Students	185 hrs.
Public High School Students	57 hrs.

B. Utilization of College High School Classes in Teacher Training

Freshmen: Two observations per week second semester in the seventh and eighth grade	900 hrs.
Sophomores: One observation per week in high school biology	640 hrs.
Juniors: One observation per week in chemistry and physics	544 hrs.
Seniors and graduate students: Three observations per week in seventh and eighth grade	1,800 hrs.
Total Observations	3,884 hrs.

The freshmen observed only, the sophomores and juniors assisted in laboratory, the seniors assisted in classroom demonstration work.

The seniors also assisted the eighth grade class trip to the Little Falls Water Purification Plant.

C. Speech Clinic

The graduate students enrolled from other colleges were required to take a speech test and where deficiencies were detected, were given remedial work in the speech clinic.

Graduate Enrollment Statistics 1953-1954

Graduate students matriculated July 1, 1953	40
Matriculated between July 1, 1953 and June 15, 1954	7
Graduated June, 1953	2
Graduated August 1, 1953	5

V. Special Uses of Science Facilities

A. Utilization of Aviation Facilities

College Seniors and Graduate Students	185 hrs.
Public High School Students	57 hrs.

B. Utilization of College High School Classes in Teacher Training

Freshmen: One observation per week second semester in the seventh and eighth grade.	300 hrs.
Sophomores: One observation per week in high school biology	610 hrs.
Juniors: One observation per week in chemistry and physics	344 hrs.
Seniors and graduate students: Three observations per week in seventh and eighth grade	1,800 hrs.
Total Observations	3,284 hrs.

The freshmen observed only, the sophomores and juniors assisted in laboratory, the seniors assisted in classroom observation work.

The seniors also assisted the eighth grade class trip to the Little Falls Water Purification Plant.

C. Speech Clinic

The graduate students enrolled from other colleges were required to take a speech test and where deficiencies were detected, were given remedial work in the speech clinic.

VI. Curriculum Construction

The State Commissioner initiated a total revision of the curriculum of all state teachers colleges. Dr. McLachlan and Mr. Allen were designated to represent this college on the state science committee. Dr. Reed acted as alternate to one of the two meetings.

The department gave careful consideration to the science courses offered non-science majors. Studies show the high school preparation is extremely varied for students entering this college. To meet the needs two patterns were offered.

A. Students without Preparation in Physics and Chemistry

Physical Science 100A with laboratory	4 hrs.
Biological Science 100B-2 without laboratory	2 hrs.
Total	6 hrs.

B. Students without preparation in Biology

Biological Science 100B with laboratory	4 hrs.
Physical Science 100A-2 without laboratory	2 hrs.

Such a pattern of preparation would insure each student some contact with laboratory experiences as well as an understanding of the role of science in the modern world.

What is the Desirable Curricula for Science Teachers

A comparison was made of the curricula for science majors at this college with curricula at other New Jersey State Teachers Colleges. Montclair Teachers College is the one offering a major in science. Trenton offers a major in science-mathematics. Their field is in junior high school science. The other state teacher colleges do not offer either. Montclair science graduates have not only a major, but also a minor in science. They are certified to teach General Science, Biology and Physical Sciences (Physics and Chemistry and Senior Science).

The American Institute of Chemists and the North Jersey Section of the American Chemical Society had advisory representatives on the state science committee. These representatives were asked by the chairman of Montclair Science Department to evaluate the Montclair Science curricula. Their evaluation is included in this report. Their evaluation indicated the prescription in science at Montclair is a minimum which needs to allow for enrichment.

April 24, 1954

Mr. F. M. Raubinger
State Commissioner of Education
Trenton, New Jersey

Dear Mr. Raubinger:

The North Jersey Section of the American Chemical Society was advised in January of this year that the New Jersey State Teachers' Colleges were considering a revision of their curricula. Since the American Chemical Society is vitally interested in the proper preparation of the secondary school students for college and university work and since the key to this matter is the caliber of teaching in secondary schools, a member of our Society, Dr. L. M. Jampolsky, attended the second meeting of the State-Wide Science Curricula Committee held at Trenton. As a result of attendance at the meeting, our representative has recommended the following:

1. Since secondary science teachers are often called upon to teach more than one science, it is obvious that a broad preparation in all science is necessary.

2. Since only sixty hours out of total of one hundred and twenty-eight available hours can be reserved for the teachers' science training, the courses given during these sixty hours should be of such a caliber as to allow the teacher, after completing his B.S. degree, to continue his training in his major field at a recognized graduate school.

3. Although the Montclair State Teachers' College offers at present, a science curriculum of sixty hours, it is felt that the quality of these courses can be improved by the present action of the N. J. State Department of Education in providing new laboratory facilities. This move of the State Department of Education is to be applauded and it is only hoped that similar facilities for the Trenton State Teachers' College are being planned.

4. Finally, although it is felt that the sixty hours of science now given at Montclair State Teachers' is perhaps insufficient, it is being realistic and practical to insist only that this figure be a minimum and should not, under any circumstances be reduced.

Very truly yours,

Daniel T. Saint-Rossy, Chairman
Education Committee, No. J., ACS
Chem. Dept., Seton Hl. Univ.
South Orange, New Jersey

April 26, 1934

Mr. T. M. Lockhart
State Commissioner of Education
Trenton, New Jersey

Dear Mr. Lockhart:

The North Jersey Section of the American Chemical Society was advised in January of this year that the Jersey State Teachers' Colleges were considering a revision of their curricula. Since the American Chemical Society is vitally interested in the proper preparation of the secondary school students for college and university work and since the only in this matter is the outlook of teaching in secondary schools, a member of our Society, Mr. L. B. Jungclaus, attended the second meeting of the Trenton-City Science Curriculum Committee held at Trenton. As a result of discussions at the meeting, our representative has recommended the following:

1. Since secondary science teachers are often called upon to teach more than one science, it is serious that a broad preparation in all sciences is necessary.

2. Since only sixty hours out of total of one hundred and twenty-eight available hours can be reserved for the teachers' science training, the courses given during these sixty hours should be of such a nature as to allow the teacher, after completing the B.S. degree, to continue his training in his major field at a recognized graduate school.

3. Although the Montclair State Teachers' College offers at present, a minor curriculum of sixty hours, it is felt that the quality of these courses can be improved by the general action of the N. J. State Department of Education in providing new laboratory facilities. This move of the State Department of Education is to be applauded and it is only hoped that similar facilities for the Trenton State Teachers' College are being planned.

4. Finally, although it is felt that the sixty hours of science now given as Montclair State Teachers' in previous institutions, it is being realistic and practical to insist that this figure be a minimum and should not under any circumstances be reduced.

Very truly yours,

Walter T. Smith-Jones, Chairman
Education Committee, No. 2, and
Chem. Dept., Seton Hall, Univ.
Jersey City, New Jersey

April 14, 1954

Dr. F. M. Raubinger
Superintendent of Education
State Department of Education
Trenton, New Jersey

Dear Dr. Raubinger:

A few months ago Dr. Victor L. Crowell, Chairman of the Science Curriculum Committee, extended an invitation to the New Jersey Chapter of the American Institute of Chemists to be represented on this Committee. At a meeting of the Council of the American Institute of Chemists, the writer was asked to represent the Institute on this Committee and has had the pleasure of attending two full-day sessions. It quickly became obvious that the difference in science requirements of the six teachers colleges would make it very difficult to set up a uniform curriculum for all of them. Since the problem of Grades 1 - 9 is less difficult to resolve, the Institute desires to bypass these grades and offer a report on curricula for secondary schools. Since science teachers for secondary schools are trained mostly at the Montclair State Teachers College, perhaps our recommendations concern this institution specifically.

The Institute believes that the teachers <u>of</u> Chemistry in the high school should be properly trained <u>in</u> Chemistry. Certainly, if they are not, the children of the many scientists in the State of New Jersey will quickly observe this fact and the teachers will not enjoy the reputation necessary to do successful work. Accordingly, the Institute suggests that the curriculum for the training of Chemistry teachers should include:

One year of General Chemistry with accompanying laboratory work
One year of Analytical Chemistry with accompanying laboratory work
One year of Organic Chemistry with accompanying laboratory work
One year of Physical Chemistry with accompanying laboratory work

If it is desired that the Chemistry teacher also be trained to teach Physics, we believe that a two-year course covering the fields of Mechanics, Optics, Sound and Light, Electricity should be required.

If it is desired that the Chemistry teacher also be trained to teach Biology, we believe that a two-year course covering the fields of Botany, Zoology, and Ecology should be required.

The Institute believes that our public school teachers must be properly equipped to teach our future scientists or there is grave danger that these students may elect to secure their preliminary training in private schools because the college board exams are very rough.

Very truly yours,

CHESTER A. AMICK

April 24, 1964

Dr. F. E. Dwelshauvers
Superintendent of Education
State Department of Education
Trenton, New Jersey

Dear Dr. Dwelshauvers:

A few months ago Dr. Victor L. Oswald, Chairman of the Science Curriculum Committee, submitted an invitation to the New Jersey Chapter of the American Institute of Chemists to be represented on this Committee. As a member of the Council of the American Institute of Chemists, the writer was asked to represent the Institute on this Committee and had the pleasure of attending the full-day session. It quickly became obvious that the difference in science requirements of the six secondary colleges would make it very difficult to set up a uniform curriculum for all of them. Since the problem of Grades 1 - 9 is less difficult to resolve, the Institute decided to appoint three members and offer a report on curricula for secondary schools. Since science teachers for secondary schools are trained mostly at the Montclair State Teachers College, perhaps our recommendations concern that institution specifically.

The Institute believes that the teaching of Chemistry in the high school should be properly termed Introductory Chemistry. Certainly, if they are not, the children of the very minimum in the field of New Jersey will quickly observe that that and the teachers will not enjoy the experience necessary to be successful here. Accordingly, the Institute suggests that the curriculum for the teaching of Chemistry teachers should include:

One year of General Chemistry with accompanying laboratory work
One year of Analytical Chemistry with accompanying laboratory work
One year of Organic Chemistry with accompanying laboratory work
One year of Physical Chemistry with accompanying laboratory work

It is felt that the Chemistry teacher also be trained in Home Economics. We believe that a two-year course covering the fields of Nutrition, Clothing, Home and Light, Electricity should be required.

It is felt that the Chemistry teacher also be trained in Home Biology, we believe that a two-year course covering the fields of Botany, Zoology, and Ecology should be required.

The Institute believes that our public school teachers must be properly equipped to teach our future scientists or there is grave danger that these students may start to assume that preliminary training in private schools because the college board scores are very rough.

Very truly yours,

Charles L. Mantz

The American Association for the Advancement of Science appointed a Cooperative Committee to study The Preparation of High School Science and Mathematics Teachers. This Committee was composed of outstanding teachers of science and mathematics from high schools, colleges and universities. Their report appeared in School Science and Mathematics, Vol. 46, pages 107 - 119, 1946. They recommended "approximately one-half of the four year college program be devoted to courses in three of five fields: biological (including botany and zoology), chemistry, mathematics, physics and general science."

"For certification to teach general science at the junior high school level only, the Committee recommends a broad training in all the basic sciences, with minimum requirement of 15 semester hours in physical science (including both physics and chemistry), 15 hours in biological science and 12 hours of earth science and astronomy."

"A five year preparation for high school teachers is considered by the Committee to be essential for solution of the problem of obtaining a broad liberal education, breadth of preparation in science and fair degree of specialization."

The conference held at Harvard University in 1953 in their report, "Critical Years Ahead in Science Teaching," cites the Indiana requirement as desirable. "A minimum of 64 semester hours in subject matter courses is required in the four-year undergraduate program." As a problem they cite: "Teachers who aim at the Master of Arts or Science degree often find their background in a particular subject is insufficient to allow them to enroll in graduate courses, or to compete with undergraduates who have completed far more semester hours of study."

The present curricula in science at Montclair prescribes 18 hours of biology, 16 hours of chemistry, 12 hours of physics and 2 hours of earth science. In addition a science student must elect eight hours of chemistry or biology. This prescribed curricula of fifty-six hours is less than suggested by any of the recommending committees. It is proposed that the earth science course be lengthened from two to three semester hours. Students have elected additional science courses in their senior year. (Genetics, Junior High Science Demonstration, Advanced Inorganic Chemistry, Biochemistry). So the total prescription may be as much as half the four year program.

Students have been able to enroll for graduate work in biology and chemistry at universities. However, they have insufficient physics to permit their being graduate workers in that field. The chemistry students have to make up physical chemistry if they attempt to take graduate work in chemistry. They and the physics specialists, also have a severe deficiency in mathematics. They have to make up undergraduate mathematics through calculus.

The American Association for the Advancement of Science appointed a Cooperative Committee to study the Preparation of High School Science and Mathematics Teachers. This Committee was composed of outstanding teachers of science and mathematics from high schools, colleges and universities. Their report appeared in School Science and Mathematics, Vol. 46, pages 107 - 117, 1946. They recommended "approximately one-half of the four year college program be devoted to courses in three of five fields: biological (including botany and zoology), chemistry, mathematics, physics and general science."

"For certification to teach general science at the junior high school level only, the Committee recommends a broad training in all the basic sciences, with minimum requirements of 15 semester hours in physical science (including both physics and chemistry), 15 hours in biological science and 12 hours of earth science and astronomy."

"A five year preparation for high school teachers is considered by the Committee to be essential for solution of the problem of obtaining a broad liberal education, breadth of preparation in science and fair degree of specialization."

The conference held at Barnard University in 1951 in their report, "Critical Years Ahead in Science Teaching," states the Committee requirement as desirable. "A minimum of 6% semester hours in subject matter courses is required in the four-year undergraduate program." In a previous day also: "Teachers who aim at the Master of Arts or Science degree often find their background in a particular subject is insufficient to allow them to enroll in graduate courses, or to compete with undergraduates who have completed far more semester hours of study."

The present curricula in science as tentatively prescribes 18 hours of biology, 16 hours of chemistry, 12 hours of physics and 2 hours of earth science. In addition, science students must elect eight hours of chemistry or biology. This prescribed curriculum of fifty-six hours is less than suggested by any of the recommending committees. It is proposed that the earth science course be lengthened from two to three semester hours. Students have elected additional science courses in their senior year. (Genetics, Junior High Science Conservation, Advanced Inorganic Chemistry, Biochemistry). So the total preparation may be as much as half the four year program.

Students have been able to enroll for graduate work in biology and chemistry at universities. However, they have insufficient credits to permit their being graduate students in that field. The elementary students have to work in physical chemistry if they attempt to take graduate work in chemistry. They and the physics specialists also have a severe deficiency in mathematics. They have to make up undergraduate qualifications through extension.

At first view the science students are deficient in preparation in astronomy, meteorology, and geology. If a three point course is organized in earth science, this course can meet the minimum preparation in meteorology and geology. Then courses in geology and astronomy on senior or graduate level would be sufficient.

Studies are being made in this department of the general science text published during the past ten years to ascertain what area and how much of the earth sciences is included in them. A partial survey of texts indicates that these areas are not treated in a thorough way so that extensive work is not absolutely essential.

A report of the physics offerings for training of physics teachers indicates 6 to 24 semester hours of physics is required with an average of 10 hours. The heads of physics departments recommend 10 to 24, with 16 hours suggested by most. Such a small prescription makes it difficult to do advanced work in graduate departments of physics.

VII. Recommendations

1. Reexamination of physical science, and biological science courses to better meet the aims of general education.

2. Explore possibilities of securing at least one year of mathematics in place of survey science and required orientation mathematics.

3. Explore ways to include, along with an election of analytical chemistry or third year biology, an election of 4 to 8 hours of additional physics.

4. Set up a schedule of purchase of laboratory equipment to fully equip the new laboratories.

Respectfully submitted,

Rufus D. Reed

Rufus D. Reed, Chairman
Science Department

New Jersey State Teachers College at Montclair

Department of Social Studies

Report to the President,
Academic Year
1953-1954

The enrollment in the Social Studies department for year closing in June, 1954 was as follows:

Table No. 1---Majors

Freshmen	74
Sophomores	51
Juniors	61
Seniors	49
	235 Total

Table No. 2 --Minors

History		Political Science and Economics	
Sophomores	25	Sophomores	14
Juniors	14	Juniors	16
Seniors	16	Seniors	5
Totals	55		35

These figures, when taken in connection with expected future developments, indicate that in a short time the present staff of the department will be insufficient to handle the department membership. Next year's entering major group is expected to be at least 75, and there will be the addition of new departments in several subjects, all of which will considerably increase the load in the Freshmen and Sophomore background courses. And as these larger classes reach the senior year the load for observation purposes will likewise be much greater. This pressure, in fact, will almost certainly be felt by the spring of 1955.

The College High School

Some changes are being made in the setup of the Demonstration High School. The most important of these is in the eighth grade. This grade, previously taught by Miss Stewart, will be taught by Mr. Boucher, and the content of the course focussed largely on geography. There are several reasons for thinking this will be a valuable modification of past practice. For one thing, there has never been a high school class in which college students could observe the teaching of geography, though many of the Social Studies majors take their minor in geography. Again, this change corresponds somewhat to the practice in many schools where a greater emphasis is being placed upon geography.

For a considerable number of years a course in European history has been offered in the twelfth year at the College High School. This has never been, from the standpoint of usual secondary school practice, a wholly defensible offering. On the other hand, there has not for many years been a tenth grade class in the social studies, in which year most secondary schools offer a course in World History in which the emphasis tends to be heavily on European history. This discrepancy in our own practice has been due to necessity, owing to the predominantly college preparatory character of the College High School. But we are now opening the twelfth grade course to those sophomores whose programs enable them to take it. While this is not the ideal solution, we feel it will afford a somewhat more realistic opportunity for observational purposes than has hitherto existed.

Dr. Fincher is continuing to direct, as in several years past, a course in the seventh grade in which an integration with seventh grade English and Social Studies is presented. We hope to develop further procedures which will in some measure demonstrate the possibilities of core curriculum organization.

New Courses in the College

In the fall of 1954 the re-organized background course in Social Studies--200 A and S.S. 200 B--replaced the old one. This course now consists of two three-credit courses, rather than of three two-credit courses as formerly. While the basic content of the course remains much the same, the method of approach will be different. It is hoped that each of the several instructors who give this course will

master the course as a whole and that each will teach the entire course. We believe this will add greatly to the unity and meaning of the course for the students. While the old course undoubtedly offered a better chance for specialized instruction in the fields of economics, political science and sociology, we think that such specialized emphasis in a background course is not so important as a coherent picture of the inter-functioning of all these fields in the actual problems which confront our modern civilization.

Both Dr. Clayton and Dr. Moffett have prepared new course offerings, intended primarily for the graduated student in the extension division. The first of these, that of Dr. Clayton, introduces the student to the techniques and practices of social survey making--a subject now of considerable importance to practicing teachers and to the communities in which they teach. This course was offered in the summer of 1954. The second course, which Dr. Moffett is now developing, is in the field of methods and will involve the relation of the social studies to core curriculum organizations; since there is a growing interest in and use of this type of organization and very little organized information concerning it, it is felt that this course will fill a real need.

For many years now there has been given in the summer session, under the auspices of the college, a course in Chinese culture and history known as the China Institute. And more recently we have offered an Institute in the United Nations. Dr. Walter Kops who has had much to do with both and who has organized and directed the United Nations Institute is of the opinion that these Institutes would have a wider appeal and be of more practical service to practicing teachers if their scope were considerably broadened. For that reason we are planning to offer, during the next summer session, two new Institutes, one in the field of International Affairs, one in Latin America.

Departmental Needs

In several previous reports mention has been made of the need for a required minor in the Social Studies for Social Studies majors. In late years the Elementary minor requirement has made such a change difficult. There was, for one thing, the fact that the requirement of a minor in the Social Studies field would deprive the major of a second minor which, it was argued, might be bad for placement purposes . Now that the minor in

elementary education is to be abandoned, it would seem that the time has come for a re-consideration of the whole question.

The Social Studies department is one of a very few now left in which what is virtually such a requirement does not prevail. The Science department has always had it. Business majors now get little that is not in the field of business education, except for the background courses. The same thing is true of music. It is all but true of English; while there is not a required minor, the set up is such that a minor in Speech is available and taken by a great many English majors. And while such a requirement does not prevail in the Mathematics department, the relationship between Math and Science is so close, that a Science minor is taken by most Math majors, I believe. In none of these fields is the general field broader or more specialized than in the field of Social Studies. It is true that the "special skill" argument used by Business and Music does not apply. But it is likewise true that the lack of a minor for placement purposes applies even more to these other departments than it does to Social Studies.

The chief argument in favor of such a change, however, is that the present arrangement leaves many serious gaps in the preparation of Social Studies majors. There is at present no basic course in Sociology available as there is in government and economics. There is no opportunity for a course in Ancient History which forms a considerable part of all secondary school courses in World History; our majors have nothing in this field except the little they may pick up in the Civilization courses and it is a subject most of them never met in their high school preparation. Even more serious is the gap in their knowledge of European History; Dr. Folsom's course stops with the first World War. Recent European and world history--the most important of all--is thus wholly ignored. There is, moreover, a growing tendency in many colleges to require and emphasize courses in International Relations, of which we have none. Finally, it would be very desireable for Social Studies majors to have some familiarity with Latin American history and culture. It would seem impossible to fill these gaps, even partially, without revising the major and minor requirements.

If such a change could be made it would be advantageous to work toward converting all courses to three-credit courses. This is the practice in most colleges. We almost invariably find, in the case of transfer students,

that they offer such courses and it is often difficult to determine transfer credits on that account. And I think it is the general opinion that two-credit courses are in most ways quite unsatisfactory. The elapsed time between daily meetings, the time limitations and the attitude of the students toward such courses all make it preferable to eliminate them as much as possible.

The following possible plan for a Social Studies major (primarily history) in conjunction with a required Political-Science-Economics minor is suggestive and tentative merely. But it will indicate how the chief gaps which now exist might be filled with approximately the same number of credits which at present make up the major and minor. And it will be noted that all suggested courses are three credit courses.

European History 1515-1815--------3 credits
European History 1815-1920--------3 credits
European History 1920 to present--3 credits

American History 1492-1865--------3 credits
American History 1865-1914--------3 credits
American History 1914 to present--3 credits

Ancient History----------3 credits

Medieval History----------3 credits

New Jersey History and Gov't.-----3 credits

Latin America----------3 credits

Metropolitan Field Trips----------3 credits

Total 33 credits

The Minor in Political Science and Economics

Principles of Economics----------3 credits
Advanced Economics----------3 credits

Principles of Sociology----------3 credits

American Government and
International Relations----------3 credits

Total 12 credits

It is assumed that the background courses will form six credits toward the minor and that the above minor would be that required of all students (other than majors) minoring in that field.

The above assignments of three credits to each course (wholly aside from the question of the required minor) would remedy certain deficiencies in our program now felt by several of us to exist. The early part of European history has probably been overstressed in the past. The last part of American history has been lacking in adequate time for proper treatment. Dr. Moffatt for some time has desired to combine New Jersey history with his course in government but has been unable to do so for lack of time. It has long been felt that majors should have some work in more specialized economics than they get in the principles course. However, it is apparent, of course, that these changes could hardly be made within the credit limits of the present major alone.

My recommendations, therefore, would be:

1) That serious consideration be given to requirement that all those majoring the Social Studies complete a major in the field of history, somewhat as outlined above, and also, take the regular minor in Political Science and Economics.

2) That in selecting a new staff member the suggestions mentioned above be kept in mind. Even though no change is made as to major and minor, the opportunity for more elective courses will develop in the near future. Fields in which such courses are necessary are Latin America, Recent Europe and perhaps the Near and Far East. In other words, the candidate should be prepared in some of these fields and have, perhaps, primarily an historical background. Such a background can very well be used in the Civilization courses. We are at present amply supplied with people whose primary training has been in government, sociology, and American history.

3) That, in any case, we work toward a substitution of three-credit courses for present four and two-credit courses.

Respectfully submitted,

Elmer L. Gage.